



# SCHOOL OF PHARMACY



# STUDENT HANDBOOK

**2024-2025**

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# Contents

<b>Disclaimer</b> .....	<b>7</b>
Program or Policy Changes .....	7
<b>Mission of the American University of Health Sciences</b> .....	<b>8</b>
<b>American University of Health Sciences Institutional Learning Outcomes</b> .....	<b>8</b>
<b>APPROVALS AND ACCREDITATIONS</b> .....	<b>8</b>
WASC SENIOR COLLEGE AND UNIVERSITY COMMISSION (WSCUC) .....	8
TRANSNATIONAL ASSOCIATION OF CHRISTIAN COLLEGES AND SCHOOLS(TRACS) .....	9
ACCREDITATION COUNCIL FOR PHARMACY EDUCATION (ACPE).....	9
<b>NONDISCRIMINATION and AFFIRMATIVE ACTION POLICY</b> .....	<b>9</b>
<b>CAMPUS SERVICES</b> .....	<b>10</b>
STUDENTS WITH DISABILITIES.....	10
STUDENTS COUNSELLING SERVICES.....	10
STUDENTS NEEDING WRITING ASSISTANCE.....	10
CENTER FOR ACADEMIC SUCCESS (CAS).....	10
COMPUTER RESOURCES .....	10
LIBRARY SERVICES.....	11
AUHS STUDENT PORTAL.....	11
UNIVERSITY EMAIL.....	11
ADVISING AND TUTORIAL ASSISTANCE .....	11
Faculty Advising .....	11
Tutorial Assistance .....	12
Stress Management Resources .....	12
<b>MISSION AND VISION OF THE SCHOOL OF PHARMACY</b> .....	<b>13</b>
MISSION.....	13
VISION .....	13
<b>Organization and Administration of the School of Pharmacy</b> .....	<b>14</b>
THE FACULTY OF THE SCHOOL OF PHARMACY.....	14
SCHOOL OF PHARMACY ORGANIZATIONAL CHART .....	14
<b>CURRICULAR PHILOSOPHY OF THE SCHOOL OF PHARMACY</b> .....	<b>15</b>

<b>THE DOCTOR OF PHARMACY GENERAL DESCRIPTION AND PROGRAM OUTCOMES .....</b>	<b>16</b>
<b>CURRICULUM OF THE SCHOOL OF PHARMACY .....</b>	<b>16</b>
<b>STUDENTS' PARTICIPATION IN INTERPROFESSIONAL EDUCATION (IPE) ACTIVITIES.....</b>	<b>19</b>
<b>STUDENTS' PARTICIPATION IN CO-CURRICULAR EXPERIENCES.....</b>	<b>19</b>
<b>TECHNICAL STANDARDS FOR ADMISSIONS, PROGRESSION AND COMPLETION OF THE PHARM.D. PROGRAM.....</b>	<b>20</b>
<b>AUHS POLICY AND PROCEDURE REGARDING: RESPONDING TO STUDENT COMPLAINTS THAT A PROFESSOR IS NOT IMPLEMENTING AN APPROVED ACADEMIC ADJUSTMENT....</b>	<b>24</b>
<b>GENERAL ACADEMIC POLICIES AND PROCEDURES FOR THE SCHOOL OF PHARMACY ....</b>	<b>30</b>
GRADING POLICY .....	30
GRADE EXPLANATIONS.....	31
GRADE APPEALS .....	31
Grade Appeals: Policy and Procedure for Didactic Courses .....	32
Grade Appeals: Policy and Procedure for Experiential Courses (IPPE/APPE).....	32
SATISFACTORY ACADEMIC PROGRESS AND PROMOTION.....	33
Evaluation Points for Satisfactory Academic Progress .....	34
Cumulative GPA Requirements for Satisfactory Academic Progression.....	34
Completion Rate Requirements for Satisfactory Academic Progression .....	34
<b>FINANCIAL AID WARNING, FINANCIAL AID PROBATION, AND FINANCIAL AID DISMISSAL ....</b>	<b>34</b>
<b>EARLY ACADEMIC ALERT .....</b>	<b>34</b>
Course Coordinator .....	35
LEP Progression .....	36
Removal from the Learning Enhancement Plan.....	36
<b>ACADEMIC PROBATION STATUS .....</b>	<b>36</b>
<b>REMEDICATION OF REQUIRED COURSES .....</b>	<b>37</b>
Remediation of Elective Didactic Courses.....	39
Course Remediation Implementation Timeline Policy (Didactic Courses).....	39
Course Remediation Implementation Timeline Policy (Experiential). .....	40
<b>ACADEMIC DISMISSAL AND COURSE FAILURE.....</b>	<b>41</b>
<b>GRADUATION REQUIREMENTS.....</b>	<b>41</b>
<b>STUDENT COMPLAINTS/GRIEVANCE .....</b>	<b>44</b>

STUDENT COMPLAINTS .....	44
Procedure.....	44
Student Complaints to ACPE .....	44
Procedure.....	44
<b>EXPECTATIONS of STUDENT BEHAVIOR .....</b>	<b>45</b>
CODE OF CONDUCT FOR PHARMACISTS .....	45
OATH OF A PHARMACIST .....	46
CODE OF ETHICS FOR PHARMACISTS .....	47
<b>ACADEMIC INTEGRITY .....</b>	<b>48</b>
Plagiarism/ collusion .....	48
Violation of Copyright Policy .....	49
USE OF ILLEGAL SUBSTANCES .....	49
PROFESSIONALISM DURING PHARMACY EXPERIENTIAL EDUCATION .....	49
<b>DOCUMENTATION OF INAPPROPRIATE BEHAVIOR OR UNSAFE.....</b>	<b>51</b>
<b>CLINICAL PRACTICE:.....</b>	<b>51</b>
ISSUING AN ADVERSE ACTION FORM.....	51
<b>ELIGIBILITY FOR CLINICAL PRACTICE .....</b>	<b>52</b>
<b>STATE AND NATIONAL BOARD EXAMINATION LICENSURE REQUIREMENTS .....</b>	<b>52</b>
LICENSURE AS AN INTERN.....	52
LICENSURE AS A PHARMACIST .....	53
CALIFORNIA BOARD OF PHARMACY .....	53
NORTH AMERICAN PHARMACIST LICENSURE EXAMINATION (NAPLEX).....	53
CALIFORNIA PRACTICE STANDARDS AND JURISPRUDENCE EXAMINATION (CPJE).....	53
MULTISTATE PHARMACY JURISPRUDENCE EXAMINATION (MPJE).....	54
<b>HEALTH EVALUATION.....</b>	<b>54</b>
GENERAL .....	54
PHYSICAL EXAM.....	54
TUBERCULOSIS EVALUATION .....	55
IMMUNIZATION STATUS.....	55
BASIC LIFE SUPPORT CARDIOPULMONARY RESUSCITATION (BLS/CPR) .....	55
BACKGROUND CHECK .....	56

HIPAA PRIVACY AND SECURITY SCREENING .....	56
MALPRACTICE INSURANCE .....	56
PERSONAL APPEARANCE .....	57
<b>DRESS CODE ON CAMPUS &amp; EXPERIENTIAL SITES: .....</b>	<b>57</b>
STUDENT IDS .....	58
<b>CLINICAL AGENCY RULES .....</b>	<b>58</b>
<b>CONFIDENTIALITY.....</b>	<b>58</b>
<b>HEALTH SITUATION INCREASING RISK IN THE CLINICAL SETTING .....</b>	<b>59</b>
<b>AUHS SCHOOL OF PHARMACY POLICY ON HIV/AIDS AND OTHER BLOOD BORNE DISEASES</b>	<b>59</b>
DEFINITIONS .....	59
PRINCIPLES UNDERLYING THE AUHS SCHOOL OF PHARMACY POLICY .....	60
POLICY ON HIV/AIDS AND OTHER BLOODBORNE DISEASES.....	60
PROCEDURAL ADDENDUM TO AUHS SCHOOL OF PHARMACY’S HIV/ AIDS POLICY .....	61
POST-EXPOSURE PROPHYLAXIS INSTRUCTIONS .....	62
<b>STUDENT-FACULTY COMMUNICATION.....</b>	<b>63</b>
FACULTY ADVISEMENT .....	63
ATTENDANCE POLICIES .....	63
Didactic Class Attendance Policy.....	63
Absence Policy .....	64
Excused Absences .....	64
Promptness .....	65
Advising .....	65
ABSENCES AND PUNCTUALITY .....	65
MAKE-UP EXAMINATION. ....	66
CLINICAL COURSES .....	66
TITLE IX.....	66
AGREEMENT TO BINDING, INDIVIDUAL ARBITRATION AND WAIVER OF JURY TRIAL .....	66
CAMPUS CRIME AND SECURITY ACT .....	66
FINANCIAL ASSISTANCE .....	67
Satisfactory academic progress for financial aid .....	67
Financial Aid Warning, Financial Aid Probation, and Financial Aid Dismissal.....	67

Federal Work Study.....	68
STUDENT INVOLVEMENT IN SCHOOL OF PHARMACY COMMITTEES .....	68
<b>ELIGIBILITY FOR LICENSURE .....</b>	<b>68</b>
<b>STUDENT/PROFESSIONAL ORGANIZATIONS .....</b>	<b>68</b>
STUDENT ORGANIZATIONS .....	68
CALIFORNIA PHARMACISTS’ ASSOCIATION .....	68
CALIFORNIA SOCIETY FOR HEALTH SYSTEM PHARMACISTS .....	69
AMERICAN SOCIETY FOR HEALTH SYSTEM PHARMACISTS.....	69
AMERICAN PHARMACISTS’ ASSOCIATION ACADEMY OF STUDENTPHARMACISTS (APHA-ASP).....	69
RHO CHI HONOR SOCIETY .....	69
<b>ACTIVITIES AND EVENTS.....</b>	<b>69</b>
Community Service .....	69
EMERGENCY PLAN.....	70
ADDITIONAL EMERGENCY INFORMATION.....	70
<b>CHANGES TO POLICYAND/OR CURRICULUM REQUIREMENTS .....</b>	<b>70</b>
<b>HIPAAAUTHORIZATION FORM .....</b>	<b>70</b>
<b>Student Statement Regarding HepatitisB.....</b>	<b>71</b>
<b>ACKNOWLEDGEMENT OF RECEIPT OF INFORMATION ABOUTAUHS SCHOOL OF</b>	
<b>PHARMACY ACADEMIC POLICIES .....</b>	<b>72</b>

## Disclaimer

### **True and Correct Statement**

AUHS makes every effort to ensure accuracy of the information contained in this student handbook. Some policies, rules, procedures, and regulations may change and therefore alter the information during this handbook period. The University reserves the right to change policies, regulations, fees, and course of instruction upon the direction of the AUHS Administration and its Chief Executive Officer. The most current and complete information on any changes is available online through the AUHS website <http://auhs.edu/>.

### **Program or Policy Changes**

AUHS has the right, at its discretion, to make reasonable changes in program content, class schedules, policies, procedures, materials, and equipment, as it deems necessary in the interest of improving the students' educational experience. When class size or curriculum warrant, classes may be combined. When federal, state, accreditation, or professional changes occur that affect students currently in attendance, the institution will make the appropriate changes and notify the students accordingly.

## Mission of the American University of Health Sciences

The American University of Health Sciences, a private Christian-based minority-serving university of higher education, welcomes students of diverse backgrounds and prepares them to make a positive impact on society through the provision of exceptional quality patient-centered care within the context of a global perspective of the human condition. This mission is accomplished through the creation of a strong and caring academic environment where excellence, diversity, and the development of the entire person—mind, body and spirit—is addressed and where teaching/learning, research, service and scholarship is valued and supported. Inspired by a strong belief in God and the Christian values of love and caring for humankind, and of justice and respect, the University's core values include a holistic approach to education, promotion of the intellectual, analytical and critical thinking abilities of its students, evidence-based knowledge, service to our fellow man, and a commitment to life-long learning.

## American University of Health Sciences Institutional Learning Outcomes

1. Performance. (Academic Excellence/ Research/ Scholarship). Students will demonstrate academic, practical, social, and philosophical knowledge of their profession/career pathway.
2. Cultural Competence (Diversity). Students will deliver culturally competent, sensitive care that is evidence-based in the appropriate health career service area.
3. Critical Thinking (Academic Preparation or Excellence/ Education). Students will apply critical thinking as the theoretical and scientific underpinnings to the appropriate health career profession to build a solid foundation to drive the profession forward.
4. Social Responsibility (Service). Students will develop social and personal responsibility for ongoing professional growth and development including higher education in the appropriate health career profession.
5. Christian Values. Students will be able to affect positive patient outcomes by sharing their Christian Values of love, caring, justice and respect, as an advocate patient needs and rights.

## APPROVALS AND ACCREDITATIONS

### WASC SENIOR COLLEGE AND UNIVERSITY COMMISSION (WSCUC)

American University of Health Sciences (AUHS) is accredited by the WASC Senior College and University Commission (WSCUC), located at 985 Atlantic Avenue, Suite 100, Alameda, CA 94501, Tel: 510.748.9001. WSCUC is a regional accrediting body recognized by the U.S. Department of Education (USDOE) and the Council on Higher Education Accreditation (CHEA). [www.wascsenior.org](http://www.wascsenior.org).



## **TRANSNATIONAL ASSOCIATION OF CHRISTIAN COLLEGES AND SCHOOLS(TRACS)**

AMERICAN UNIVERSITY OF HEALTH SCIENCES (AUHS) is a member of Transnational Association of Christian Colleges and Schools (TRACS), located at 15935 Forest Road, Forest VA 24551, Tel: 434.525.9539, email: [info@tracs.org](mailto:info@tracs.org), having been awarded accredited status as a category III institution by the TRACS Accreditation Commission. TRACS is recognized by the US Department of Education (USDOE), and the Council for Higher Education Accreditation (CHEA), and the International Network for Quality Assurance Agencies in Higher Education (INQSSHE). [info@tracs.org](mailto:info@tracs.org).

## **ACCREDITATION COUNCIL FOR PHARMACY EDUCATION (ACPE)**

“The American University of Health Sciences School of Pharmacy’s Doctor of Pharmacy program has been given the status of Accredited with Probation by the Accreditation Council for Pharmacy Education, 190 South LaSalle Street, Suite 3000, Chicago, IL 60603, 312/664-3575; FAX, 866/228-2631, web site [www.acpe-accredit.org](http://www.acpe-accredit.org), for compliance issues with the following standards: Standard No. 1: Foundational Knowledge and Standard No. 24: Assessment Elements for Section I: Educational Outcomes. For an explanation of the program’s Accredited with Probation status, consult the Office of the Dean or ACPE.”

## **NONDISCRIMINATION and AFFIRMATIVE ACTION POLICY**

AUHS, in accordance with applicable Federal and State Laws and University Policies, does not discriminate on the basis of race, color, national origin, religion, sex, gender identity, pregnancy (including pregnancy, childbirth, post- partum period and medical conditions related to pregnancy and childbirth), disability, age, medical condition (cancer- related), ancestry, marital status, citizenship, sexual orientation, or status as a Vietnam-era veteran or special disabled veteran. The University also prohibits sexual harassment. This nondiscrimination policy covers admission, access, and treatment in university programs and activities.

The University Provost/Chief Academic Program is the coordinator of Title IX-the Educational Amendments Act of 1972, which prohibits discrimination on the basis of sex in any education program or activity receiving federal financial assistance. All inquiries or complaints under the sex discrimination provisions of Title IX should be directed to the University Provost. The University Provost/Chief Academic Program must act equitably and promptly to resolve complaints and should provide a response within seven working days. American University of Health Sciences supports Equal Opportunity for all people regardless of their race, religion, sex, or disability.

Inquiries regarding the University’s student-related nondiscrimination policies may be directed to the Office of the Student Services. Students may complain of any action which they believe discriminates against them on the ground of race, color, national origin, marital status, sex, sexual orientation, disability or age and may contact the Office of Student Services, 1600 East Hill Street Building 1, Signal Hill, CA 90755, (562) 988 -2278. For further clarification of such policies including discriminatory practices and sexual harassment, students are invited to view the AUHS Website and review the general catalog.

## **CAMPUS SERVICES**

### **STUDENTS WITH DISABILITIES**

AUHS is dedicated to providing opportunities for all students to participate fully in the academic environment. AUHS is committed to making reasonable accommodation for students with disabilities. The policy may be found in the University Catalog. Please see below policy on *AUHS POLICY AND PROCEDURE REGARDING: RESPONDING TO STUDENT COMPLAINTS THAT A PROFESSOR IS NOT IMPLEMENTING AN APPROVED ACADEMIC ADJUSTMENT*

### **STUDENTS COUNSELLING SERVICES**

Sometimes students find themselves in need of assistance to learn how to deal with various psychological and social issues. AUHS provides a safe and confidential place to talk with a professional about concerns or problems, no matter how minor or serious, which might interfere with personal growth or academic achievement. To schedule an appointment, contact the Counseling Services Office at (562) 988-2278 extension 2030.

### **STUDENTS NEEDING WRITING ASSISTANCE**

Writing workshops are periodically scheduled for students needing assistance with grammar, sentence structure, APA format, and other writing needs. Referrals can be made by a faculty member or through self-referral. For more information, contact Student Services.

### **CENTER FOR ACADEMIC SUCCESS (CAS)**

The CAS is available for all students needing additional resources leading towards successful completion of academic programs. This will include services such as writing, reading and math assistance. Pharmacy students will receive remediation and learning enhancement at the center.

### **COMPUTER RESOURCES**

AUHS has a Computer Lab located on the first floor for the use of pharmacy students and pharmacy faculty. Some pharmacy courses and skills labs may be scheduled there. Students may use the Computer Lab when other classes are not scheduled. Eating or drinking in the Computer Lab is not permitted.

The computer lab is fully equipped with networked computers, which are also available for printing. Students may not save documents to the hard drive of the computer (but are encouraged to bring their own USB device). These documents will be automatically deleted by the lab personnel. Students may not load any programs on to the computers in the lab.

## LIBRARY SERVICES

The AUHS Library provides access to a robust collection, physical space for studying and research, reference, instruction, and various services to support AUHS faculty, students, and staff. The collection contains books, journals, audio/video resources, models, etc. which is available for circulation or reference books may be checked out in the library. The AUHS Library subscribes to electronic databases such as CINAHL full-text, Medline full-text, Ovid, Pharmacist Letter, CE Impact, and JSTOR for students to access on or off campus. The 2,027 square foot library space provides a quiet and comfortable reading area. Wireless internet access is available throughout the library.

A primary objective of the library is to support the university's curriculum and the user needs of AUHS students, faculty, and staff with reference and instruction. The librarian conducts reference and individual instruction in-person and virtually through email, phone, or content management Canvas software. The library assistant is also trained to provide reference help to AUHS users. The librarian provides course-specific instruction in various classes throughout the quarter in classes such as Research, Communication, and General Education classes.

**The library can be accessed Mondays to Fridays 8:00 am to 7:00 pm.**

Springshare 24/7 Chat Co-op. "Our MLIS-degreed librarians deliver around-the-clock online chat coverage to hundreds of member libraries around the world. Please access this service by logging into our [EBSCO databases](#). When you are searching in Medline or CINAHL or other EBSCO hosted environments, look for this image: Click for instant access to a librarian.

**Direct link for bookmark:**

<https://auhs.libanswers.com/chat/widget/19240683d1fdaba60acc5fbf3580b20e8659f62b1eb5528b2e8daa447a1b3d07>

## AUHS STUDENT PORTAL

The AUHS Student Portal allows students to access information such as academic records (grades) as well as syllabi, schedule, class announcements, and educational resources. To log on to the student portal, visit <https://elearn.auhs.edu/>

## UNIVERSITY EMAIL

As part of your enrollment at AUHS, students are provided with a University email address. The email account provided will be used as your primary email account for communication with the University and for password verification on Canvas.

## ADVISING AND TUTORIAL ASSISTANCE

### Faculty Advising

AUHS is dedicated to helping students remove obstacles to achieving success. While Student Services Representatives are available to all students to assist in such areas as problem-solving, setting goals, attending class, academic success, financial concerns, or personal issues. Students in the SOP are assigned a faculty advisor. The faculty advisor meets with students at a minimum once per quarter and before beginning their first experiential encounter. One-on-one meetings give students the chance to seek assistance with direct feedback from their advisor.

## **Tutorial Assistance**

The University has established a multi-level approach to offer to students in support of their academic and personal needs. Staff and faculty are available to assist students in academic guidance. The School of Pharmacy in collaboration with the Office of Student Affairs and Admission and the University Student Services Office – Center for Academic Success (CAS) is responsible for addressing students' academic concerns. In addition, AUHS offers peer mentoring programs that provide students the opportunity to connect with currently attending students. These peer-to-peer relationships can be great networking opportunities as well as a chance to learn about the student experience from another student's perspective.

To ensure that the student has adequate academic support from the beginning of their program, the Admissions Committee identifies the interventions students may need based on the admissions scaling rubric for the writing assessment. The Chair of the Admissions Committee submits a Beginning Learning Enhancement Plan (BLEP) to the Office of Student Affairs / Center for Academic Success. Current students who experience difficulty in their coursework and have a need for academic support should first contact their faculty and their faculty advisor to create a Learning Enhancement Plan (LEP) to be submitted to the Office of Student Affairs / Center for Academic Success. Faculty tutoring is available for SOP courses. The SOP will try to accommodate students' schedules in determining tutoring sessions, but students should realize that they may need to adjust their schedules to receive the kind of remedial or tutoring support required. SOP students on a LEP will need to attend tutoring according to the schedule mandated by the Office of Student Affairs / Center for Academic Success. The Student Success Coordinator will monitor student progress. The plan is completed when the student successfully completes the course indicated on the LEP.

## **Stress Management Resources**

The SOP has several resources to help students deal with program stressors effectively.

- **Faculty Advisement:** Advisors play an important role in helping students find appropriate assistance. Advisors are available to assist in personal matters in addition to academic and career interests.
- **Counseling Services:** A licensed counselor is available to help with any emotional issues, including dealing with stress, handling a crisis, time management, or coping with the transition to the university. Counseling is provided individually, in groups, and through workshops. Contact the Counseling Services Office for appointment scheduling.
- **Health Promotion:** AUHS supports student well-being and academic success by building a healthy campus culture.
- **Life and Learning Workshops:** Whether you need help adjusting to life at AUHS, you want to learn new leadership skills, or you need practical advice for managing your time, a Life and Learning Workshop can help you succeed. Contact the Office of Student Affairs and Admission.

## **MISSION AND VISION OF THE SCHOOL OF PHARMACY**

### **MISSION**

The School of Pharmacy Vision is to reduce healthcare disparities and render healthcare to the underprivileged and underserved.

### **VISION**

To send out pharmacy students who can help reduce health care disparities and render healthcare to the underprivileged and underserved.

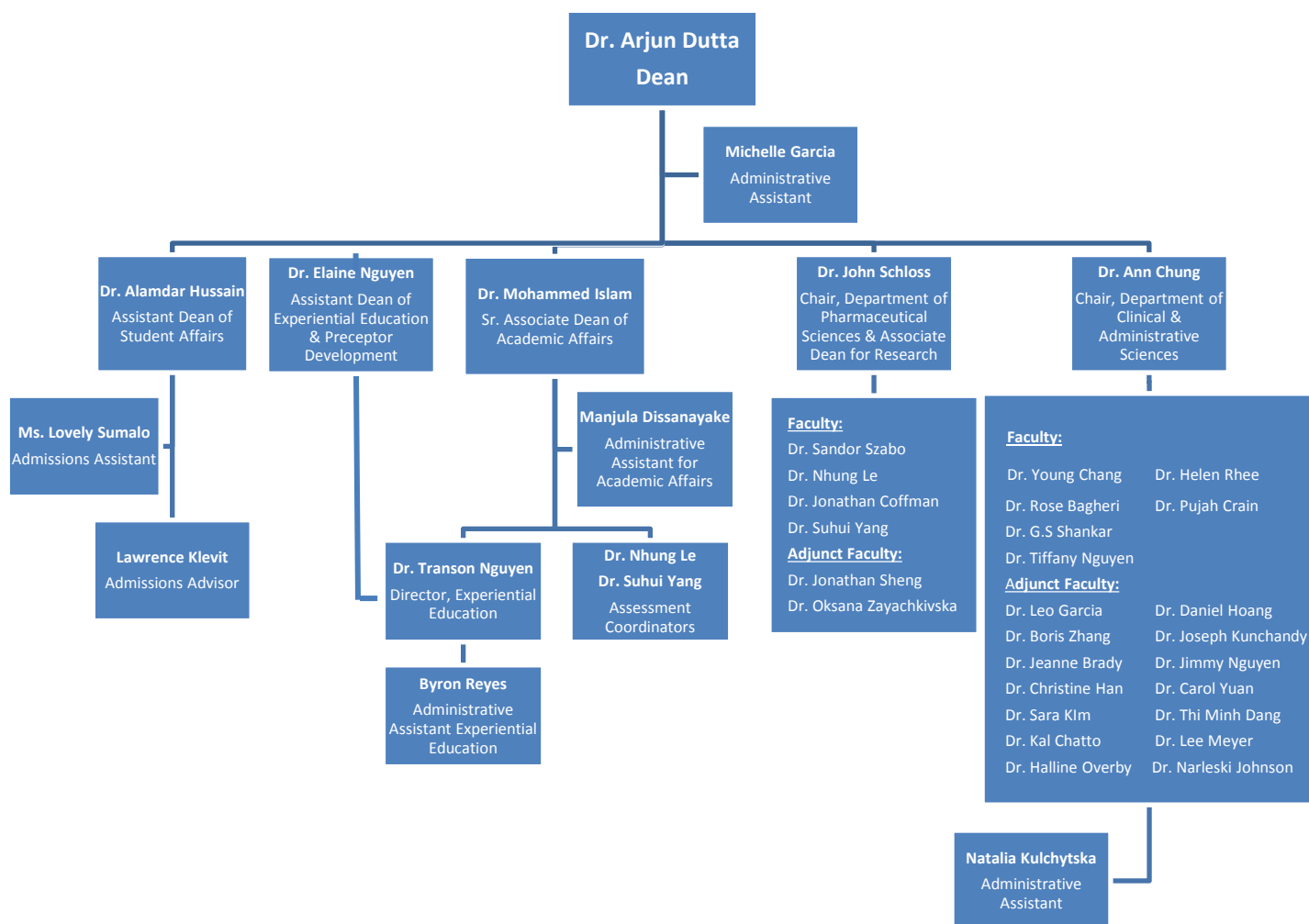
## Organization and Administration of the School of Pharmacy

### THE FACULTY OF THE SCHOOL OF PHARMACY

The Faculty of the School is comprised of members in the **Department of Pharmaceutical Science** and the **Department of Clinical and Administrative Sciences**. A brief biography of each faculty member is available on the School website. The School Administration consists of the Dean, Senior Associate Dean of Academic Affairs, Associate Dean of Student Affairs and Admission, Directors of Experiential Education, and two Department Chairs. The Organizational chart for the School of Pharmacy is shown below:



### SCHOOL OF PHARMACY ORGANIZATIONAL CHART



## CURRICULAR PHILOSOPHY OF THE SCHOOL OF PHARMACY

The PharmD Program aims to graduate culturally competent practitioners, researchers, and educators who will increase diversity within the healthcare professions by overcoming health disparities and improve the health care of the underserved. The PharmD Program faculty recognizes that contemporary pharmacy students not only require specialized knowledge and discipline-specific skills but also sustainable skills medication therapy management to keep pace in an increasingly competitive and global society.

The PharmD curriculum equips students with critical thinking, problem-solving, opportunities to collaborate across disciplines, and to demonstrate leadership through action and influence. The curriculum aims to foster advocacy, entrepreneurship, and self-awareness among our students. Our learning process is continuous, incremental, integrated, and aligned with university values. The process involves the student, faculty, preceptors, academic institution, and professional community. The curriculum introduces and synthesizes content in a progressive manner from foundational sciences to clinical sciences interwoven with applications from current practice.

Faculties are viewed as facilitators of learning, who serve as resources, share their content expertise in their area of specialization, and thus allow intra- and inter-disciplinary instruction. These principles and values shape the curriculum which is designed in alignment with the University's Institutional Learning Outcomes which are centered on five core guiding pillars:

1. Performance. (Academic Excellence/ Research/ Scholarship). Students will demonstrate academic, practical, social, and philosophical knowledge of their profession/career pathway.
2. Cultural Competence (Diversity). Students will deliver culturally competent, sensitive care that is evidence-based in the appropriate health career service area.
3. Critical Thinking (Academic Preparation or Excellence/ Education). Students will apply critical thinking as the theoretical and scientific underpinnings to the appropriate health career profession to build a solid foundation to drive the profession forward.
4. Social Responsibility (Service). Students will develop social and personal responsibility for ongoing professional growth and development including higher education in the appropriate health career profession.
5. Christian Values. Students will be able to affect positive patient outcomes by sharing their Christian Values of love, caring, justice and respect, as an advocate patient needs and rights.

## **THE DOCTOR OF PHARMACY GENERAL DESCRIPTION AND PROGRAM OUTCOMES**

The AUHS Doctor of Pharmacy curriculum has been designed around the School of Pharmacy's mission to instill in students' strong Christian values, to prepare them to practice evidence-based patient care, to educate them in pharmacy research and scholarship, and to enable them to meet the health care needs of diverse patient populations.

AUHS School of Pharmacy offers a three (3) calendar-year entry-level Doctor of Pharmacy program that supports the School's mission and prepares students to meet educational outcomes in preparation to render excellence in pharmacist patient-centered care. With this in mind, the curriculum fulfills recommendations provided by accreditation standards and professional guidelines including the ACPE Standards 2016, JCPP Pharmacists' Patient Care Process, CAPE Educational Outcomes 2013, IPEC Core Competencies 2016 Update, OSCEs, and licensure examination content outlines. Graduates of the program are eligible to take the North American *Pharmacist* Licensure Examination<sup>®</sup> (NAPLEX) to become a registered pharmacist (RPh).

The three-year curriculum consists of the equivalent of 12 quarters (four quarters per year). The first, second, and third years of our professional doctoral program are referred to as P1, P2, and P3, respectively. Each quarter is 11-weeks and is followed by a quarter breaks before the next quarter begins. The minimum credit units required for program completion is 183.

## **CURRICULUM OF THE SCHOOL OF PHARMACY**

### **CORE REQUIREMENTS**

The School of Pharmacy accepts a new cohort every Summer Quarter. The program requires twelve quarters of full-time study over a three-year period. A minimum of 183 quarter units is required for program completion. The PharmD graduate who has demonstrated competency in all of the didactic and clinical courses is eligible to sit for the NAPLEX examination to obtain licensure as a registered Pharmacist.



**AMERICAN UNIVERSITY OF HEALTH SCIENCES SCHOOL OF PHARMACY**  
**DOCTOR PHARMACY CURRICULUM SCHEDULE**  
**Cohort 4 - Class of 2025**

<b>YEAR 1</b>							
P1 SUMMER	CR	P1 FALL	CR	P1 WINTER	CR	P1 SPRING	CR
PS 714: Biochemistry	5.0	PS 731: Immunology & Medical Microbiology	3.0	PS 741: Pathophysiology	3.0	PS 735: Extemporaneous & Sterile Compounding with Lab	3.0
CS 712: Patient Care Process: Health and Drug Information	3.0	CS 713: Self-Care Pharmacotherapy & Alternative Therapy	4.0	PS 743: Introduction to Medicinal Chemistry	3.0	AS 711: Professional Ethics	2.0
PS 715: Pharmaceutical Calculations	3.0	PS 722: Pharmaceutics & Biopharmaceutics with Lab	5.0	CS 724: Pharmacy Practice: Medication Use Systems Management	3.0	PS 733: Basic Pharmacokinetics	3.0
AS 736: Professional Communications	3.0	CS 734: Physical Assessment and Pharmacy Practice Lab*	2.0	PS 725: Natural Products	2.0	AS 745: Biostatistics & Research Design	3.0
AS 723: Pharmacy and US Healthcare Systems	2.0	PS 744: Medical Illustration I*	3.0	AS 854: Medical Illustration II*	3.0	EE 746: IPPE I – Community	2.0
AS 716: Judeo-Christian Values in Patient Care-Old Testament I	1.0	AS 726: Judeo-Christian Values in Patient Care-Old Testament II	1.0	AS 737: Judeo-Christian Ethics-Old Testament III	1.0	AS 747: Judeo-Christian Leadership-Old Testament IV	1.0
				PS 742: Introduction to Pharmacology & Toxicology	4.0	PS 721: Pharmacogenomics & Genetics	2.0
<b>Total Credits</b>	<b>17.0</b>	<b>Total Credits</b>	<b>18.0</b>	<b>Total Credits</b>	<b>19.0</b>	<b>Total Credits</b>	<b>16.0</b>
<b>YEAR 2</b>							
P2 SUMMER	CR	P2 FALL	CR	P2 WINTER	CR	P2 SPRING	CR
CS 732: Health Informatics & Patient Safety	2.0	AS 863: Epidemiology, Public Health & Policy	3.0	AS 873: Pharmacy Law & Regulatory Affairs	2.0	AS 883: Psychosocial Aspect of Health Care*	3.0
CS 851: Integrated Pharmacotherapy I: Fluids, Electrolyte & Hematology with Lab	5.0	AS 864: Pharmacy Practice Management	2.0	CS 871: Integrated Pharmacotherapy V: Neurology & Psychiatry with Lab	5.0	CS 881: Integrated Pharmacotherapy VII: Oncology & Nutrition with Lab	5.0
CS 852: Integrated Pharmacotherapy II: Cardiology with Lab*	5.0	CS 861: Integrated Pharmacotherapy III: Pulmonary & Nephrology with Lab*	5.0	CS 872: Integrated Pharmacotherapy VI: Infectious Disease with Lab	5.0	CS 882: Integrated Pharmacotherapy VIII: Urology & Reproductive System with Lab	5.0
EE 855: IPPE II – Hospital	2.0	CS 862: Integrated Pharmacotherapy IV: Gastroenterology & Endocrinology with Lab	5.0	EE 874: IPPE IV - Transitions of Care	2.0	PE 914: Elective II	2.0
AS 912: Pharmacoeconomics	2.0	EE 865: IPPE III – Ambulatory Care	2.0	PE 913: Elective I	2.0	PE 884: Elective III	2.0
AS 856: Judeo-Christian Values in Patient Care-New Testament I	1.0	AS 866: Judeo-Christian Values in Patient Care-New Testament II	1.0	AS 875: Judeo-Christian Ethics-New Testament III	1.0	AS 885: Judeo-Christian Leadership-New Testament IV	1.0
<b>Total Credits</b>	<b>17.0</b>	<b>Total Credits</b>	<b>18.0</b>	<b>Total Credits</b>	<b>17.0</b>	<b>Total Credits</b>	<b>18.0</b>
<b>YEAR 3</b>							
P3 SUMMER	CR	P3 FALL	CR	P3 WINTER	CR	P3 SPRING	CR
CS 911: Integrated Pharmacotherapy IX: Dermatology & Rheumatology with Lab	3.0	EE 922: APPE II – Health Systems/ Institution	6.0	EE 932: APPE IV – Advanced Community	6.0	EE 942: APPE VI – Elective II	6.0
CS 915: Practice Readiness with Lab *	4.0	EE 931: APPE III – Ambulatory Care	6.0	EE 941: APPE V – Elective I	6.0		
EE 921: APPE I – Acute Care/ General Medicine	6.0						
<b>Total Credits</b>	<b>13</b>	<b>Total Credits</b>	<b>12.0</b>	<b>Total Credits</b>	<b>12.0</b>	<b>Total Credits</b>	<b>6.0</b>

Minimum units for graduation from the PharmD Program: 183 UNITS

(Approved by: SOP Curriculum Committee and, all faculty, May 2022)

\*Denotes an Interprofessional Education course

**AMERICAN UNIVERSITY OF HEALTH SCIENCES SCHOOL OF PHARMACY**  
**DOCTOR OF PHARMACY CURRICULUM SCHEDULE**  
**Cohort 5 (Class of 2026) and Future Cohorts**

<b>YEAR 1</b>							
P1 SUMMER	CR	P1 FALL	CR	P1 WINTER	CR	P1 SPRING	CR
PS 717: Biochemistry	4.0	PS 731: Immunology & Medical Microbiology	3.0	PS 741: Pathophysiology	3.0	PS 738: Extemporaneous & Sterile Compounding with Lab	2.0
CS 718: Patient Care Process: Health and Drug Information	4.0	CS 713: Self-Care Pharmacotherapy & Alternative Therapy	4.0	PS 743: Introduction to Medicinal Chemistry	3.0	PS 733: Basic Pharmacokinetics	3.0
PS 719: Pharmaceutical Calculations	4.0	PS 720: Pharmaceutics & Biopharmaceutics	4.0	CS 724: Pharmacy Practice: Medication Use Systems Management	3.0	PS 721: Pharmacogenomics & Genetics	2.0
AS 736: Professional Communications	3.0	CS 725: Patient Care Lab	1.0	PS 742: Introduction to Pharmacology & Toxicology	4.0	AS 745: Biostatistics & Research Design	3.0
AS 723: Pharmacy and US Healthcare Systems	2.0	PS 727: Medical Illustration I	2.0	AS 729: Medical Illustration II	2.0	EE 746: IPPE I – Community	2.0
		AS 728: Psychosocial Aspect of Health Care	2.0	AS 730: Pharmacy Law & Ethics	3.0	CS 748-Practice Readiness I	2.0
AS 716: Judeo-Christian Values in Patient Care-Old Testament I	1.0	AS 726: Judeo-Christian Values in Patient Care-Old Testament II	1.0	AS 737: Judeo-Christian Ethics-Old Testament III	1.0	AS 747: Judeo-Christian Leadership-Old Testament IV	1.0
						PE 884: Elective I	2.0
<b>Total Credits</b>	<b>18.0</b>	<b>Total Credits</b>	<b>17.0</b>	<b>Total Credits</b>	<b>19.0</b>	<b>Total Credits</b>	<b>17.0</b>

<b>YEAR 2</b>							
P2 SUMMER	CR	P2 FALL	CR	P2 WINTER	CR	P2 SPRING	CR
CS 732: Health Informatics & Patient Safety	2.0	AS 864: Pharmacy Practice Management	2.0	CS 870: Integrated Pharmacotherapy V: Neurology & Psychiatry	5.0	AS 912: Pharmacoeconomics	2.0
CS 857: Integrated Pharmacotherapy I: Fluids, Electrolyte & Nutrition	5.0	AS 860: Epidemiology, Public Health & Policy	2.0	CS 868: Integrated Pharmacotherapy VI: Infectious Disease I	4.0	CS 876: Integrated Pharmacotherapy VI: Infectious Disease II	4.0
CS 858: Integrated Pharmacotherapy II: Cardiology	6.0	CS 859: Integrated Pharmacotherapy III: Pulmonology & Nephrology	5.0	CS 869: Integrated Pharmacotherapy IX: Dermatology & Rheumatology	2.0	CS 877: Integrated Pharmacotherapy VII: Oncology	6.0
PE 913: Elective II	2.0	CS 867: Integrated Pharmacotherapy IV: Gastroenterology & Endocrinology	5.0	PE 914: Elective III	2.0	CS 878: Integrated Pharmacotherapy VIII: Urology & Reproductive System	3.0
EE 855: IPPE II – Hospital	2.0	EE 865: IPPE III – Ambulatory Care	2.0	EE 874: IPPE IV - Transitions of Care	2.0		
AS 856: Judeo-Christian Values in Patient Care-New Testament I	1.0	AS 866: Judeo-Christian Values in Patient Care-New Testament II	1.0	AS 875: Judeo-Christian Ethics-New Testament III	1.0	AS 885: Judeo-Christian Leadership-New Testament IV	1.0
<b>Total Credits</b>	<b>18.0</b>	<b>Total Credits</b>	<b>17.0</b>	<b>Total Credits</b>	<b>16.0</b>	<b>Total Credits</b>	<b>16.0</b>

Quarters	Courses	Credit Units
Summer (Week 1-3)	CS 886-Practice Readiness II	4.0
Summer (week 4) – Spring2024	EE 921: APPE I – Acute Care/ General Medicine	6.0
Summer: 10 units	EE 922: APPE II – Health Systems/ Institution	6.0
Fall: 12 units	EE 931: APPE III – Ambulatory Care	6.0
Winter: 12 units	EE 932: APPE IV – Advanced Community	6.0
Spring: 11 units	EE 941: APPE V – Elective I	6.0
	EE 942: APPE VI – Elective II	6.0
Spring 2024 (4 weeks)	CS 943: Practice Readiness III	5.0

Revised-5-9-23 Approved by: SOP Curriculum Committee, Progression Committee, all faculty, and University Faculty Senate

## STUDENTS' PARTICIPATION IN INTERPROFESSIONAL EDUCATION (IPE) ACTIVITIES

AUHS provides a multitude of Interprofessional Education (IPE) learning and skill building opportunities through a variety of curricular learning opportunities within the institution with other healthcare discipline (i.e., nursing) and external partnership with Charles Drew University (CDU). The first and second-year pharmacy students participate in IPE simulations at CDU during each academic year focusing on communication, collaboration, teamwork, and conflict resolution. Pharmacy students participate in various clinical scenarios with nursing and medical students during IPE Simulations days at CDU at AUHS. At AUHS, pharmacy and nursing students collaborate to promote health and wellness to the surrounding community through university hosted health fairs and community events. Pharmacy students attend events at An Lanh Free Clinic and collaborate with medical students to provide comprehensive healthcare including physical exam, preventative screenings, medication counseling, and lifestyle modification education. Participation in IPE activities is mandatory for pharmacy students for graduation.

## STUDENTS' PARTICIPATION IN CO-CURRICULAR EXPERIENCES

Aligned with the American University of Health Sciences (AUHS) mission of serving underprivileged and underserved populations, the SOP has developed collaborations with the AUHS Foundation, the local City Council (Long Beach and Signal Hills), An Lanh Clinic (a student-run free clinic), the Second Samoan Church in Long Beach, and the Long Beach Rescue Mission to engage pharmacy students in meaningful co-curricular activities. The SOP has established an outreach program, Educate and Care for the Homelessness Outreach (ECHO), to serve the homeless congregation at the Second Samoan Church in Long Beach. Pharmacy students assist underserved patients to improve their health and wellness through patient health screenings, immunizations, health education, and medication therapy management. Students are provided with the **Co-Curricular Syllabus** that outlines number of required events, expectations, and assignments related to their co-curricular activities. Co-curricular requirements are mandatory for graduation.

## TECHNICAL STANDARDS FOR ADMISSIONS, PROGRESSION AND COMPLETION OF THE PHARM.D. PROGRAM

The American University of Health Sciences (AUHS) School of Pharmacy (SOP) is an accelerated program that prepares students with the requisite knowledge, skills and attitudes to enter the practice of pharmacy. The technical standards describe the Intellectual, Conceptual, Integrative and Qualitative abilities, Communication, Behavioral, Ethical and Professional Attributes, Visual/Auditory, and Motor coordination and function that are required for pharmacy education and practice. These competencies are not only necessary to successfully complete the course of study, but they are also essential for ensuring the health and safety of patients, other healthcare professionals, faculty, staff and fellow students. In these policies, the term "students" will refer to students seeking admission to the school, as well as those already enrolled and progressing to graduation. In order to admit, evaluate, promote and graduate any person, it is the obligation of the graduate to meet these minimum technical standards.

The Admissions committee oversees adherence to the technical standards.

Responsibilities of this committee are:

1. Interpret, review and recommend revision of the SOP Technical Standards for pharmacy education.
2. Review situations where accommodation is needed for students to be able to meet the SOP Technical Standards.
3. Determine whether recommended accommodations can be provided in a reasonable manner.

Students who seek reasonable accommodations for a disability, medical condition or temporary injury/condition must contact the Office of Student Affairs.

**Applicants for admission** to the PharmD program must possess certain abilities and skills, which are categorized below as observational, communication, sensory/motor, intellectual, conceptual, integrative and quantitative, behavioral and social. In addition to these abilities and skills, a candidate for admission must also:

- Provide an up-to-date record of all required immunizations, which needs to be on file with the Office for Student Affairs and Admission in the School of Pharmacy.
- Have a criminal background check that raises no concerns.
  1. A background check is required of all students belonging to the School of Pharmacy because Pharmacists perform sensitive tasks that include: the care and security of patients, children, the elderly, the handicapped, and the mentally impaired; direct access to controlled substances and issuance of keys to buildings.
  2. Students are required to submit, and satisfactorily clear, a criminal background check prior to performing clinical duties. Live Scan and fingerprinting are required.

3. Some agencies require additional background and security clearances that must be completed by students in advance of their clinical placement. Students will be given adequate time to prepare for and submit all documents for background clearances
- Have access to transportation.
  - Provide proof of healthcare insurance.
  - The criteria and pre-requisites are listed in detail in the Admission Consultation Packet available from the Office of Admissions.

**Admitted pharmacy students:** Due to the interactive and technical nature of the PharmD program and the pharmacy profession, there are additional skills and abilities that a student must possess in order to participate in the program. To successfully progress, and to be approved for graduation, students must satisfactorily perform the abilities and skills outlined below during the course of their pharmacy education. The school will make efforts to work with admitted pharmacy students who are identified as demonstrating technical skill deficiencies. Students requesting reasonable accommodations to perform the technical skills must contact the Office of Student Affairs.

#### **Intellectual, Conceptual, Integrative, and Quantitative Abilities**

- Critical and logical thinking ability sufficient to engage in clinical judgment and problem solving to address issues and problems within all learning environments.
- Multi-task and to perform work in a logical and sequential manner.
- Memorize, perform scientific measurements and calculations, reason, analyze, and synthesize information.
- Demonstrate ability to retrieve (electronically and manually), read, understand, and interpret medical, scientific, and professional information and literature.
- Demonstrate the intellectual and reasoning abilities required to develop critical thinking, problem-solving, and decision-making skills.
- Demonstrate the ability to learn effectively through a variety of modalities including, but not limited to, classroom instruction, small group discussions, practice lab, individual study of materials, preparation and presentation of written and oral reports, and use of computers and other technology.
- Demonstrate ability to prioritize and complete tasks in laboratory, clinical, and patient care setting with time constraints.
- Perform a variety of duties accurately, often changing from one task to another without loss of efficiency or composure.
- Accurately and independently evaluate his/her own performance and formulate strategies for addressing deficiencies and improving professional skills.

## **Communication**

- Read, write, speak, and comprehend English with sufficient mastery to communicate clearly (understanding and being understood) and professionally with faculty, preceptors, administrators, staff, peers, patients and other health care professionals in a mature, sensitive and professional manner that reflects the primary traits and the core values of the college.
- Communication includes both verbal and non-verbal expression, reading, writing, and computer skills essential to complete didactic and clinical curricular requirements.
- Retain, recall and deliver information in an efficient and timely manner.
- Participate in class discussions/group projects/practice labs for the purpose of delivery and receipt of medical information.
- Recognize both verbal and non-verbal communication including facial expression and body language.
- Demonstrate awareness of and appropriately communicate verbally and non-verbally.
- Record accurately and legibly in patients' records, demonstrating the knowledge of the meaning and spelling of words, rules of composition and grammar.
- Explain to other health care professionals, to patients, and/or to caregivers' reason for treatment, preventative measures, disease process and need for referral.
- Use computers and other technology to accurately record information and convey critical health-related documentation.

## **Behavioral, Ethical and Professional Attributes**

- Recognize and show respect for differences in cultures, values, and ethics among patients, faculty, peers, preceptors, staff, and administrators.
- Demonstrate maturity, integrity, compassion, and respect for others.
- Identify and demonstrate appropriate behaviors to protect the safety and well-being of patients, faculty, peers, preceptors, staff, and administrators.
- Demonstrate and possess the emotional health required to fully and appropriately use intellectual abilities, exercise good judgment, and promptly complete all responsibilities in the academic setting.
- Identify and take responsibility for actions during academic and experiential rotations.
- Demonstrate the ability to handle situations appropriately and professionally that may be physically, emotionally, and intellectually stressful, including situations that must be handled promptly and calmly.
- Demonstrate flexibility and adaptability to changing situations and uncertainty in the classrooms, laboratories, and experiential settings with appropriate coping responses.
- Appropriately adapt and be able to accept appropriate suggestions and constructive criticism in a mature, acceptable, and professional manner.
- Comply with the professional code of conduct that is part of, but not limited to, the experiential component of the pharmacy curriculum.
- Display compassion and concern for others in accordance with the mission of the college and the vision of the Doctor of Pharmacy Program.

## **Visual/Auditory**

- Observe demonstrations, lectures, practiced-based activities, and experiments in the basic and clinical sciences and other essential curricular exercises.
- Gather data from written reference material, computer-based programs, and oral presentations.
- Utilize various types of physical assessment skills required for patient-centered care including reading digital or analog representations of physiologic phenomena.
- Have vision sufficient to read and interpret prescriptions, prescription labels, and medication labels.
- Observe patient activity and behavior at a distance and close-hand, noting non-verbal and verbal signals.

## **Motor coordination and function**

- Elicit patient information through palpation, auscultation, and other diagnostic maneuvers and perform emergency procedures such as CPR in a clinical setting.
- Operate educational equipment and technology to fully participate in lectures, practice, and other laboratory experiences, including preparing an intravenous (IV) product, giving an intramuscular (IM) injection or subcutaneous (SQ) injection and dispensing pharmaceutical dosage forms such as capsules or tablets.
- Possess the manual dexterity sufficient to accurately compound and prepare pharmaceutical products for dispensing to patients.
- Transport oneself to a variety of off-site settings and experiential rotations in a timely manner.
- Consistently, quickly, and accurately integrate all information received by whatever senses are employed, along with the intellectual ability to learn, integrate, analyze, and synthesize data.

Applicants are required to certify that they have reviewed and meet these technical standards at the time of application. Students will be expected to continue to meet these standards over the course of the program. No person will be denied admission or graduation on the basis of any disability, provided that the person demonstrates the ability to meet the minimum standards set forth in this document. Reasonable accommodations, that do not alter the fundamental nature of the curriculum, may be made when documented and requested by a graduate, in advance through official university channels, in accord with standards and requirements of the Americans with Disabilities Act. Final determination of a reasonable accommodation is an interactive process that involves input from the student, the program's faculty, Admissions committee, and administration in conjunction with the Office of Student Affairs **prior to** and **during** the pharmacy education program.

Individuals with questions or concerns or who feel unsure about their ability to meet these standards should contact The American University of Health Sciences School of Pharmacy Office of Student Affairs.

## **AUHS POLICY AND PROCEDURE REGARDING: RESPONDING TO STUDENT COMPLAINTS THAT A PROFESSOR IS NOT IMPLEMENTING AN APPROVED ACADEMIC ADJUSTMENT**

AUHS is committed to a fair process for the resolution of student complaints that a Professor is not implementing an approved academic adjustment.

The following process may be used by students with disabilities to resolve complaints that a Professor is not implementing an approved academic adjustment.

A student who believes that his or her Professor is not implementing the student's approved academic adjustment(s) is encouraged to seek resolution through the office of the Director of Student Affairs. Students are encouraged not to discuss any disagreement with the Professor regarding academic adjustments directly with the Professor. If the Professor initiates such a conversation, the student is encouraged to refer the Professor to the office of the Director of Student Affairs.

A student who believes that his or her Professor is not implementing the student's approved academic adjustment(s) should promptly inform the Office of the Director of Student Services so that an investigation can take place and corrective action, if necessary, can be taken to prevent recurrence and to correct its effects. Complaints that a Professor is not implementing the student's approved academic adjustments generally cannot be resolved until the student informs the office of the Director of Student Affairs of the situation.

While it is recommended that the student promptly inform the office of the Director of Student Services, all complaints must be filed no later than 60 calendar days after the event giving rise to the complaint, or within 30 calendar days after the end of the quarter, whichever is longer. The time period for filing a complaint may be extended for good cause as determined by the Provost or his/her designee. Students are encouraged to use the Student Grievance Form for Claims of Discrimination, Harassment and Retaliation ("Complaint") but it is not required, and submit it to the Director of Student Services, or a designee of the Director of Student Services. If a Complaint is presented in another written format, such as a letter, the University may ask the student to provide additional information for completeness and clarity. If a student is unable to complete the complaint form due to a disability, a designee of the Director of Student Affairs will assist the student. A copy of the Complaint form can be found at [www.auhs.edu/resources](http://www.auhs.edu/resources).

A student may choose to participate in an Optional Informal Managed Resolution Process, or the Formal Resolution Process, described below. While a student is encouraged to begin with an informal resolution, a student may choose to start with formal resolution.



## **1. Handling of a Complaint and Interim Measure:**

- 1.1 After a complaint is received, AUHS's Director of Student Services or the Director's designee will either assign him or herself the role of Investigator, or select an impartial staff member from the office of the Director of Student Affairs who has received training in the University's obligations with regards to Section 504 of the Rehabilitation Act of 1973 and the University's policies and procedures regarding the implementation of students' approved academic adjustments. The Investigator may have access to legal counsel as determined by the Director of Student Affairs or the Provost.
- 1.2 After a complaint is received, the Investigator shall determine whether interim measures are necessary to protect the student involved. Any interim measures will be implemented in a manner that attempts to minimize the burden on the student.

## **2. Optional Informal Managed Resolution Process**

- 2.1 Within two school days of receiving the complaint, the Investigator shall notify the student of the option to proceed with an informal managed resolution process. This is an optional process that the student may terminate at any time. The student is not required to participate in this process or meet directly with the Professor.
- 2.2 If the student accepts the option to proceed with an informal managed resolution process, the Investigator and the Dean of Students shall promptly confer with the Professor regarding implementing the student's approved academic adjustment. In conferring with the Professor, the Investigator and the Dean of Students shall respect the privacy of the student regarding his or her disability and will not disclose to the Professor what the student's disability is. Once approved, the Professor must promptly and immediately implement a student's approved academic adjustments upon notice. If the Professor has questions or concerns about how to properly implement the approved academic adjustment, the Investigator and the Dean of Students will guide the Professor in implementing the adjustment.

In the event that the Professor disagrees with the student's approved academic adjustments, an interactive process will be engaged between the student, professor, Office of Student Services, and the Dean of Students to determine any appropriate changes to the students' approved academic adjustments. Students denied a requested accommodation may appeal the decision through the University's informal and formal dispute resolution process. AUHS has adopted and published grievance procedures providing for appropriate due-process procedures and for prompt and equitable dispute resolution. If the Professor continues to dispute the appropriateness of accommodation for a particular course, the Investigator and the Dean of Students will refer the disagreement to the Provost. The Provost will confer with the Investigator and the Dean of Students regarding an alternate accommodation, or agree that no accommodation is appropriate, or agree that the current approved academic adjustment is to be honored by the Professor. The professor is legally obligated to provide

the approved academic adjustments to the student until the interaction and appeal process to change them have been completed. The student is not responsible for managing disagreements between the administration and a Professor regarding the appropriateness of an approved academic adjustment.

The results of the determination by the administration will be memorialized in an Optional Informal Resolution Agreement that is sent to the student. If the student accepts the proposed informal resolution, the matter will be closed. The Professor shall sign the Optional Informal Resolution Agreement, if accepted by the student, affirming that the Professor will abide by its terms and implement all approved adjustments. The Investigator will follow up with the student within 30 calendar days of acceptance of the Optional Informal Resolution Agreement to see if there have been new incidents or retaliation for making a complaint.

- 2.3 If the student does not accept the Optional Informal Resolution Agreement, the Complaint will be processed using the Formal Resolution Process.

### **3. Formal Resolution Process**

#### **3.1 Investigation into Complaint:**

An investigation into a Complaint will commence within five school days from receiving the complaint, unless Section 1 above is applicable, or the student withdraws the complaint.

The Investigator will investigate the Complaint and document his or her efforts and findings. The investigation shall include, but not be limited to, review of records, notes, or statements related to the complaint; interviewing witnesses (if applicable); interviewing the student; and interviewing the Professor. At no time will the student and the Professor be interviewed together.

The Investigator will make reasonable efforts to protect the privacy of the student and the Professor. In the course of the investigation, it may be necessary to reveal the names of the parties involved to witnesses. If this

occurs, the investigator will stress to the witness (es) that this is a confidential matter and ask that it not be discussed outside the investigation. Unfortunately, because the investigation may involve third parties who are not under the control of AUHS, AUHS cannot ensure confidentiality in connection with any investigation.

The student and the Professor will have an equal opportunity to present relevant witnesses and evidence to the Investigator. Each party shall have the opportunity to comment to the Investigator, either in writing or in person, on the information learned in the investigation.

A student's refusal to provide the Investigator with documents or other evidence related to the allegations in the complaint, failure or refusal to cooperate in the investigation, or engagement in other acts to hinder the investigation may result in the dismissal of the Complaint because of a

lack of evidence to support the allegations. Similarly, the Professor's refusal provide the Investigator with documents or other evidence related to the allegations in the complaint, failure to participate in the investigation, or engagement in other acts to hinder the investigation may result in a finding that the Professor automatically violated his or her obligation to implement all approved academic adjustments to the student.

The investigation must be completed within 30 calendar days after receiving a Complaint. This time period maybe extended by the Provost upon a showing of good cause that additional time is necessary to conduct a fair investigation. However, it is AUHS's policy to make reasonable efforts to complete the investigation within the 30-calendar-day time period. If an extension is needed, the Provost will notify the student and the Professor in writing of the extension and the reason for the extension.

### **3.2 Written Report**

Within 10 calendar days after the completion of an investigation, the Investigator will provide a written report of the investigation to the Provost and, if applicable, the Dean in charge of the Professor. The written report will include a summary of the allegations, a description of the investigation, a description of the relevant information gathered, and a determination of whether or not the Professor improperly failed to implement the student's approved academic adjustments.

### **3.3 Response to Complaint**

Within seven calendar days after receiving the report from the Investigator, the Provost must determine a response to the Complaint. In reaching a decision as to how to respond, the Provost may take into consideration the following:

- a. The report and recommendation of the Investigator;
- b. The effect of the misconduct on the student;
- c. The type, frequency, and duration of the misconduct;
- d. Other incidents of alleged misconduct by the Professor;
- e. Advice of legal counsel or other professionals;
- f. Whether an Optional Informal Resolution Agreement was violated; and
- g. Any other information the Provost deems as relevant.

If the Provost determines that the Professor improperly failed to implement the student's approved academic adjustment, the Provost will also determine the steps that will be taken to prevent recurrence of this, and to correct its effects on the student, and others.

Within eight calendar days after receiving the report from the Investigator, the Provost will provide a written notice to the student (Complainant Notice) concerning the outcome of the investigation. The Complainant Notice shall state that an investigation was performed, the outcome of the investigation, and any remedies provided to the student. In order to maintain

privacy rights, the Provost is not required to disclose every detail about the nature of any corrective action taken against the Professor. However, the Complainant Notice will include the consequences imposed on the Professor that relate directly to the subject of the complaint.

The Complainant Notice shall advise the student that if he or she continues to be denied approved academic adjustments he or she should immediately report such incidents to the Investigator. Further, the Investigator will follow up with the student within 30 calendar days of the Provost's Complainant Notice to see if there have been new incidents or retaliation for making a complaint. The Investigator will keep a record of his or her findings and promptly investigate any further allegations and will notify the Provost in writing of the further allegations and investigation within 10 calendar days of learning of the further allegations.

If the outcome of the investigation is that there was no failure to implement an approved academic adjustment, the Complainant Notice will also include the student's right to appeal the decision of the Provost within 15 calendar days of the date of the Provost's Complainant Notice. The Complainant Notice will include the procedures for initiating such an appeal.

Within eight calendar days after receiving the report from the Investigator, the Provost will send a separate notice of the outcome to the Professor (Accused Notice). The Accused Notice shall state the outcome of the investigation, whether the allegations were substantiated and what, if any, corrective action will be taken to prevent recurrence of the issue and to correct its effects. The Professor will have the opportunity to appeal any finding that he or she violated the obligation to implement approved academic adjustments by filing an appeal within 15 calendar days of the date of the Accused Notice. The Accused Notice will include the procedures for initiating such an appeal.

Should no request for an appeal be initiated within the time to appeal, the decision of the Provost will be final and binding.

#### **4. Appeal Process**

To appeal a decision of the Provost, the appealing party must provide written notice ("Notice of Appeal") to the Dean of Students of his or her intent to appeal within 15 calendar days of the date of the Complainant or Accused Notice by the Provost. The Notice of Appeal must include the specific reasons for the appeal and any evidence the appealing party would like considered as part of the appeal. Within three school days of receiving the Notice of Appeal, the Dean of Students will provide notice to the non-appealing party of the appeal and the basis for the appeal. The non-appealing party will have 15 calendar days to respond to the statements in the appeal.

The appeal process will be limited to determining (1) whether the decision was supported by a preponderance of evidence; (2) whether the findings of the Investigator as to whether or not the incidents occurred are supported by a preponderance of the evidence; and (3) whether the

investigation was conducted in a fair and impartial manner.

The appeal will be decided by an impartial panel selected by the President. The panel shall consist of three impartial persons who have received training in the legal obligations of Section 504 of the Rehabilitation Act. The President will appoint one person to chair the panel. The panel will receive and review the Notice of Appeal, a copy of the investigation notes, the report by the investigator, and the Complainant and Accused Notices. The chairperson will arrange meetings of the panel to discuss the appeal and render a decision.

The written appeal decision shall include a summary of the issues raised on appeal, a summary of the evidence considered, a decision as to the appeal, what evidence supports the decision, and what additional remedies, if any, are necessary. The panel will provide a written appeal decision of its findings to the student, the Professor, the Provost, and the Investigator within 50 calendar days of receipt of the Notice of Appeal. The decision of the panel is final and will conclude the complaint process.

The following link provides access to the Implementation of Approved Reasonable Accommodations Form:

[Implementation of Approved Reasonable Accommodations.pdf](#)

## GENERAL ACADEMIC POLICIES AND PROCEDURES FOR THE SCHOOL OF PHARMACY

In addition to the policies found in this handbook that are specific to the School of Pharmacy, the student should obtain and keep an electronic copy of the AUHS University Catalog which contains policies that apply to all programs of the university.

### GRADING POLICY

#### AUHS School of Pharmacy grading scale with Letter and Grade Points

The School of Pharmacy at AUHS has a general policy concerning acceptable grades. In the School of Pharmacy, any grade less than C is considered a failing grade. It is policy that students may not progress in the program until the failed course has been successfully repeated. A Pharmacy class may be repeated only once in the program. Please consult individual course syllabus for specifics concerning each course.

Students at the school receive grades based on classroom participation, laboratory and project work, written examinations, as well as externship evaluation. Students are given a grade record for each course registered in. The School of Pharmacy uses the following grading system:

Letter Grade	Percent Score	Grade value on 4.0 scale
A	91.45 – 100	4.0
A-	88.45 – 91.44	3.7
B+	85.45 – 88.44	3.3
B	81.45 – 85.44	3.0
B-	78.45 – 81.44	2.7
C+	75.45 – 78.44	2.3
C	74.45 – 75.44	2.0 (passing)
F	< 74.45	0.0
I	NA	Incomplete
W	NA	Withdrawal
L	NA	Leave of absence
U	NA	Unauthorized withdrawal

Please note that C or 74.45% is the lowest score that a student may earn that is considered a “pass” in any Pharmacy course.

## GRADE EXPLANATIONS

The notation “I” (incomplete) in a course is given only for circumstances beyond a student’s control. It will not be granted as a remedy for course overload, failure on a final examination, absence from a final examination for reasons other than an emergency situation, or a low grade to be raised with extra work.

To receive an incomplete the student is responsible for initiating a request to receive a grade of “I” by contacting both the course coordinator and Senior Associate Dean of Academic Affairs. If the request is approved, the course coordinator reports an “I” as well as the grade the student would have received if the deficiency is not removed within the time limit. An “I” notation must be changed to an earned letter grade before the end of the following quarter. Failure to complete course requirements will cause the incomplete work to be counted as a zero and factored in with the existing grade to calculate the final grade for the course.

A grade of W indicates withdrawal from a course. Students wishing to withdraw from a course must meet the following requirements:

Within the first seven calendar days of the quarter, students may withdraw from any course with no record of the individual course withdrawal on their permanent academic record. After the “no-record drop” deadline, students may withdraw with a “W” grade from any course, but only for serious and compelling reasons. Please refer to the financial aid section of the catalog for further information regarding tuition.

After the deadline for withdrawal (last day of the seventh week - refer to the calendar), a student may request permission to be allowed to withdraw from all of her/his classes because of a medical emergency or extraordinary circumstance by submitting a withdrawal form to the Dean of the School of Pharmacy. The W designation carries no connotation of quality of student performance and is not calculated in the grade point average. See the University Catalog for more information.

## GRADE APPEALS

At some time in their academic career a student may question how they were graded on an exam, in an academic course or in a clinical service or course. All course coordinators are expected to publish their grading criteria at the beginning of their course and to notify students if there are changes during the course. If students are unsure of how their grade was determined they should follow the specified policy and procedures for reconsideration of the disputed grade.

### *Grade Appeals: Policy and Procedure for Didactic Courses*

In the case of an EXAM or COURSE GRADE APPEAL for a non-IPPE/APPE course, unless due to unforeseen circumstances, the student must do all of the following:

- Within TWO (2) business days of grade posting, student first need to contact with the Course Coordinator and request to review the examination / course grade. If the outcome is accepted, the process ends here.
- If the student feels their answer(s) were correct but not accepted by the Course Coordinator or course grade is incorrect after this review, the student may file a written appeal with course coordinator, within TWO (2) business days, documenting why their answer(s) were correct or course grade is incorrect. The Course Coordinator will respond to the student's grade appeal in writing within TWO (2) business days of receipt of the appeal. If the outcome is accepted, the process ends here.
- If the student still is not satisfied with the response from the Course Coordinator, the student should appeal in writing to the Course Coordinator's Department Chair. The Course Coordinator's Department Chair will respond to the appeal in writing within TWO (2) business days of receipt of the appeal. If the outcome is accepted, the process ends here.
- If the student is not satisfied with the response from the Course Coordinator's Department Chair, he/she may appeal to the Senior Associate Dean within TWO (2) business days. The Senior Associate Dean will only review appeals for potential policy violations and respond to the student's appeal in writing within TWO (2) business days of receipt of the appeal. The decision of the Senior Associate Dean is FINAL.
- In the event the Course Coordinator is the Senior Associate Dean for Academic Affairs, the student may appeal the decision directly to the Dean.

### *Grade Appeals: Policy and Procedure for Experiential Courses (IPPE/APPE)*

In the case of a GRADE APPEAL for an IPPE/APPE course, the student needs to do all of the following:

- If the student feels that their performance was "meets expectations" or "passing," but not accepted by the preceptor or course grade is incorrect after this review, the student may file a written appeal with the preceptor and Director of Experiential Education, within TWO (2) business days, documenting why course grade is incorrect.
- Within SEVEN (7) business days, the Director of Experiential Education (with input from the preceptor) will render a decision in writing.
- If the student is not satisfied with the response from the Director, he/she may appeal to the Senior Associate Dean of Academic Affairs within TWO (2) business days. The Senior Associate Dean of Academic Affairs will respond to the student's appeal in writing within TWO (2) business days of receipt of the appeal. The decision of the Senior Associate Dean is FINAL



All appeals of disputed grades must include documentation supporting the appeal. This could include, but not be limited to, class notes/power point presentations, literary citations on the topic in question, published grading criteria for the course in question, and witnesses supporting the student's appeal. If the grading criteria included attendance and/or the taking of examinations on time, and the student wishes to appeal a grade due to an absence, the student must document that they followed School policy on reporting the absence prior to the examination, in order for the appeal to be considered.

If a student alleges that the grade was issued in an arbitrary, capricious, or malicious manner, the "ACADEMIC STUDENT COMPLAINTS/GRIEVANCES" provides an avenue for due process (please see AUHS University Catalog <https://www.auhs.edu/files/22-23-catalog.pdf>)

If a student alleges that the grade was issued in an arbitrary, capricious, or malicious manner, the "ACADEMIC STUDENT COMPLAINTS/GRIEVANCES" provides an avenue for due process (please see AUHS University Catalog. <https://www.auhs.edu/files/19-20-catalog.pdf>).

## **SATISFACTORY ACADEMIC PROGRESS AND PROMOTION**

Promotion is defined as progression from one academic year to the next. Progression from one academic year to the next is determined by the grading and remediation policies stated in this document.

- Students must receive a final grade of satisfactory letter grade of "C" or above for the course
- Students must successfully complete remediation
- Students MUST pass all prior offered courses (both experiential and didactic) to progress to APPEs

To be in good academic standing with the University and to be eligible to receive Title IV aid, students must maintain SAP. At the end of each quarter (payment period), each student is evaluated on three components to determine if he/she is maintaining SAP:

- Cumulative GPA
- Successful course completion rate
- Maximum time frame – credits attempted relative to the maximum credits attempted that are allowed (1.5 times the credits in the student's program)

### *Evaluation Points for Satisfactory Academic Progress*

Satisfactory academic progress evaluation points are tied to the student's academic credits. The EVALUATION POINTS STANDARDS chart describes the evaluation points standards.

<b>Evaluation Point</b>	<b>Minimum GPA</b>	<b>Minimum Successful Completion % of Credits</b>	<b>Academic Status</b>
1 – 18 Credits Attempted	2.0	67%	FA Warning / FA Probation / FA Dismissal
18.1–72 Credits Attempted	2.0	67%	FA Warning / FA Probation / FA Dismissal
72.1–300 Credits Attempted	2.0	67%	FA Warning / FA Probation / FA Dismissal

### *Cumulative GPA Requirements for Satisfactory Academic Progression*

Students enrolled in the PharmD program must attain a Cumulative GPA 2.0 at the end of the first quarter. Students must maintain a 2.0 Cumulative GPA each quarter thereafter.

### *Completion Rate Requirements for Satisfactory Academic Progression*

At the midpoint of the first academic year (up to and including 18 quarter credit hours attempted), students enrolled in the PharmD program must have completed a minimum of 67% of the cumulative credits attempted. From that point (18 quarter credit hours attempted) to the end of the second academic year (up to and including 72 credit hours attempted), students must complete a minimum of 67% of the cumulative credits attempted to be making satisfactory progress. From 72.1 to the end of his/her program, the student must complete a minimum of 67% of the cumulative credits attempted to be making satisfactory progress. Any credits for which the student has remained enrolled past the Drop period and has incurred a financial obligation are considered in this calculation. To calculate the completion rate, divide cumulative quarter credit hours a student successfully completed by cumulative quarter credit hours student has attempted.

## **FINANCIAL AID WARNING, FINANCIAL AID PROBATION, AND FINANCIAL AID DISMISSAL**

Refer to student catalog.

### **EARLY ACADEMIC ALERT**

The academic review system at AUHS SOP facilitates proactive early identification and placement of a student on an academic alert. The alert is not a punitive measure; rather it is designed to encourage students to obtain academic support early on in the quarter, thus preventing a failing grade or the need for remediation at the end of a course. Generating an alert allows the Course Coordinator to refer a student for academic support at any point during the quarter. Such a step may be taken based on a quantifiable assessment such as an exam result or graded assignment.

The alert can also be based on direct observation of behavior (e.g. participation in teamwork).

Before an academic alert can be processed by, Course Coordinator should follow the steps below.

### Course Coordinator

1. Early in each quarter (e.g., after the first course assessment, such as a quiz, exam, or other assignment), the Course Coordinators identify students who have less than a “B-“ (80%) and proactively meet with the students to discuss and develop a Learning Enhancement Plan (LEP). The LEP is student-centered and individually tailored academic interventions including non-credit supplemental instruction, review sessions, peer tutoring, counseling, study skills management, wellness support, and support from the student’s faculty advisor.
2. The course coordinator submits the LEP through Student Information System (SIS) to the Center for Academic Success (CAS). A copy is also forwarded to the Senior Associate Dean of Academic Affairs, Associate Dean of Student Affairs and Admission, and respective Department Chair.
3. Course Coordinators document all meetings and meeting requests with the student in regard to the LEP. If the student does not respond to initial and follow-up meeting requests within TWO (2) business days of the request being made, document such occurrences in SIS.

LEP for high-risk students (scoring <75%):

The Office of Academic affairs will monitor all graded formative and summative assessments throughout the quarter starting as early as week two for all courses to identify high-risk students (scoring <75%) on any of the assessments, for early intervention.

1. Course coordinator(s) will immediately reach out to students scoring <75% in any of the early assessments and work with students for mandatory LEP that may continue till the end of quarter. The course coordinator must notify the Senior Associate Dean of Academic Affairs, Associate Dean for Student Affairs and Admission, respective Department Chair, and faculty advisor. For integrated courses in the P2 and P3 years, both Department Chairs must be informed.
2. Academic Affairs will have one-on-one meetings with students who are failing multiple courses at week five for root-cause analysis (personal or family issues, life circumstances, academic difficulty, etc.).
3. The Academic Progression and Professionalism (AP&P) Committee will work with respective course coordinator(s) on an Action Plan for the high-risk students. The Action Plan will include, but not limited to:
  - Meeting with faculty advisor
  - LEP enrollment
  - Participation in one-on-one/group review sessions or other intervention strategies as determined by course faculty.
  - Meeting with Student Success Co-coordinator.

## **LEP Progression**

1. The Office of Student Affairs will advise and monitor student participation and workload related to student co-curricular and extra-curricular activities.
2. The Office of Student Affairs notifies the student's Academic Advisor of the LEP, and advisors are asked to reach out to the student in case they are aware of other circumstances that may be affecting the student's performance.
3. The Course Coordinator works with CAS to track implementation and outcomes of LEPs.
4. The Course Coordinator and CAS keep the LEP on file, but they are not placed in the student's permanent records – access to the LEP will be in the Teams .

## ***Removal from the Learning Enhancement Plan***

Students on the LEP are advised to limit their involvement in extra-curricular activities; those who repeatedly are the LEP will be asked to step down from holding official positions in student organizations. Thus, Course Coordinator should remove students from the LEP once they are satisfied that the student has made good progress or passes the course.

## **ACADEMIC PROBATION STATUS**

Academic Probation is defined as a period of time during which the student's progress will be closely monitored by the Academic Progression & Professionalism Committee. A student will be placed on Academic Probation for any of the following reasons:

- A quarter and/or Cumulative GPA of less than 2.0.
- When directed to repeat a year for academic reasons.
- One or more "F" grades in a quarter.
- Pharmacy Intern License is on probation with the Board of Pharmacy

When a student is placed on Academic Probation, it is noted in the student's academic file. Subsequently, notation is also made in the student's academic file when the student is returned to "Good Standing" (i.e. is no longer on any form of Academic Probation, social, or legal probation). Academic Probation is not noted on transcripts.

When a student is placed on Academic Probation, she/he will be notified in writing by the Academic Progression and Professionalism Committee of this change in academic status and the reasons for this action. A copy of this letter will be placed in the student's permanent file. The Academic Progression and Professionalism Committee will ascertain when the terms of the Academic Probation have been satisfied and inform the student when Academic Probation is lifted.

Students on Academic Probation may receive instructions from the administration that include, but are not limited to, the following areas:

- Leave of absence and vacation.
- Enrollment in non-therapeutic courses (second-year student only).
- The involvement in school-related co-curricular activities.

- Conduct necessary to meet standards of professionalism.

Students on Academic Probation will be described as "not in good standing" for certain purposes such as, for example:

- Request for Letters of Recommendation from the Dean's office.
- Scholarship programs which require that student standing be reported

Students on Academic Probation are prohibited from serving on faculty committees, from participating in student government or professional association activities or from representing the School of Pharmacy.

The student will remain on Academic Probation until the following minimal acceptable standards are again met:

- A first- or second-year student will be removed from Academic Probation after one quarter, provided her/his cumulative grade point average is 2.0 & above.
- Third year students on Academic Probation for a clinical rotation grade of "Fail" will be required to repeat the failed clinical course. Upon successfully repeating the Failed clinical course with a grade of Pass, the Academic Probation will be removed.

## **REMEDICATION OF REQUIRED COURSES**

The goal of remediation is to identify, based on course instructional objectives and evidenced by poor performance on examination(s), areas of weaknesses of material, and, once identified, to assist the student in overcoming those weaknesses and develop mastery of the material. Except for didactic examinations, Course Coordinator may allow remediation of other assessment tools/methods at their discretion. If remediation is successful, the original course grade will be replaced with a "C" or "Pass" (which ever is applicable) on the transcript and the student will progress.

Students may not take more than TWO (2) calendar years to complete one professional year. All AUHS SOP professional degree requirements must be completed within SEVEN AND A HALF (7.5) calendar years of initial matriculation to the SOP. The AUHS SOP PharmD program's curriculum is designed to be delivered on a full-time basis to students in a cohort. There is no formal deceleration plan or option to complete the curriculum on a part-time basis.

The criteria for didactic course remediation are as stated below:

Courses Failed (<75%)	Criteria for Remediation‡ Passing GRADE: 75% and above
One (1) non-elective, didactic course	<ul style="list-style-type: none"> <li>• All of the following criteria must be satisfied:               <ol style="list-style-type: none"> <li>a. total course grade is between 59.45-74.44%</li> <li>b. student meets cumulative GPA and completion rate requirements</li> </ol> </li> </ul>
Two (2) non-elective, didactic courses	<ul style="list-style-type: none"> <li>• All of the following criteria must be satisfied:               <ol style="list-style-type: none"> <li>a. total course grade is between 59.45-74.44%</li> <li>b. student meets cumulative GPA and completion rate</li> </ol> </li> </ul>
Three (3) non-elective, didactic courses	<ul style="list-style-type: none"> <li>• All of the following criteria must be satisfied:               <ol style="list-style-type: none"> <li>a. total course grade is between 59.45-74.44%</li> <li>b. student meets cumulative GPA and completion rate requirements</li> <li>c. students have not failed two other courses within the same quarter§</li> </ol> </li> </ul>
Four (4) non-elective, didactic courses	<ul style="list-style-type: none"> <li>• Student will NOT be allowed to remediate more than 3 (three) non-elective, didactic courses <b>in the entire Academic Lifetime</b>. Student will be dismissed from the School of Pharmacy.</li> </ul>
Failure in a repeat didactic course (previously remediated but was unsuccessful)	<ul style="list-style-type: none"> <li>• There is no remediation for a repeat didactic course</li> <li>• Failing a repeat didactic course will cause dismissal from the School of Pharmacy</li> </ul>

‡ If a student scores below 59.45% in a course (**regardless of the course mean grade**), the student is required to repeat the course when the course is offered again (the course grade will be recorded as an “F”). This will delay his/her progress in the curriculum and extend his/her schedule. A student with unsuccessful course remediation(s) may be allowed to repeat the course(s) during the next offering or face dismissal from the program, as determined by the Academic Progression & Professionalism Committee.

In the second year of the curriculum, students with an F grade, however, may be allowed to take non-therapeutic (pharmacotherapy) courses that are independent of the courses that the student has an F in. Students may not take a course if they have an F grade in the prerequisites for that course. Students with an F grade cannot take any IPPE or APPE courses. These students will be considered as non-regular students and will not be eligible for graduation until they have passed all required courses. The revised course schedule for the students must be approved by the Associate Dean for Academic Affairs/ Dean.

§ Student will not be eligible for remediation if he/she failed three didactic courses within ONE quarter. The student will be dismissed from the School of Pharmacy.

### *Remediation of Elective Didactic Courses*

There will be no remediation for the elective didactic courses. Students who fail an elective course must fulfill the required elective credits by retaking the course or another elective.

### *Course Remediation Implementation Timeline Policy (Didactic Courses).*

1. Course Coordinators must notify, in writing, the Senior Associate Dean of Academic Affairs of all students with course failures prior to entering course grades into the University Registrar system.
2. Within two (2) business days, the Senior Associate Dean of Academic Affairs will notify, in writing, the Course Coordinator and the student with a determination of the student's remediation eligibility as defined by School of Pharmacy policy.
  - a. For eligible students: a course grade of "U" will be submitted to the Registrar.
3. Within two (2) business days, for eligible students, the Course Coordinator will communicate, in writing, the remediation plan and requirements to the student, Academic Progression and Professionalism Committee, and the Senior Associate Dean of Academic Affairs. The student is highly encouraged to meet or speak with the course coordinator to confirm the remediation expectations, deadlines, and plan.
  - a. The remediation plan and assessment should focus on the areas of weakness (i.e. missed exam questions and the associated course/lecture objectives) and at the discretion of the course coordinator.
  - b. The written remediation plan must include graded assessments in the form of exams or papers.
  - c. Exams must be proctored and closed-book in written or oral format and will require 75% to pass.
  - d. If an oral exam is utilized, it must be administered by the Course Coordinator (or designee) and one of the following: audio recorded or administered together with ONE (1) additional faculty present.
  - e. Written and oral exams must be graded according to an answer key or rubric to maintain objectivity and integrity of the remediation exam.
4. Completion of remediation requirements and grading:
  - a. The Course Coordinator must notify, in writing, the student and the Senior Associate Dean of Academic Affairs of the FINAL remediation grade and if remediation was successful or not successful.
  - b. The remediation grade must be submitted by noon of the fifth (5<sup>th</sup>) day of instruction within the immediate subsequent quarter. Failure to meet the remediation deadline may result in remediation failure.

NOTE: Any grade appeal for remediation assessments must have been adjudicated and completed prior to rendering the final remediation grade.
  - c. No deadline extensions will be allowed.
  - d. The Senior Associate Dean of Academic Affairs will notify the Office of Student Affairs and Financial Aid of the remediation outcome.

### ***Remediation Fees and Financial Aid***

1. Didactic course remediation is not considered as retaking a course.
2. Successful course remediation will be treated as coursework completed for Title IV.
3. Students are advised to check with the Financial Aid Office to determine their responsibility for fees incurred.
4. Cost for remediation \$1,200

### ***Course Remediation Implementation Timeline Policy (Experiential).***

A midpoint evaluation for experiential learning must be completed at least three weeks before the completion of the course. Based on the midpoint evaluation by the preceptor (who will inform the Director of Experiential Education), if the student is not making satisfactory progress in accordance with the criteria established by the Experiential Committee, several actions will be taken:

1. The Director of Experiential will notify the preceptor and the student's faculty advisor of the student's status
2. The student will work with his/her preceptor and Director of Experiential to develop a written plan addressing the areas of needed improvement and/or significant deficiency identified on the midpoint evaluation
3. The Director of Experiential may remove the student from his/or current practice site and place the student with a faculty preceptor to complete the student's rotation.

Failure of one IPPE or APPE: The student will repeat the IPPE or APPE at the next availability, determined at the discretion of the Office of Experiential Education. The repeat IPPE or APPE may be with a different preceptor and site. Failure of an IPPE and/or APPE will result in a delay in graduation. Students are only allowed to repeat up to two IPPE and two APPE rotations in their academic lifetime. Failing a third IPPE or APPE will result in dismissal from the School of Pharmacy.

For IPPE only: If the student fails to show progress in the final evaluation and/or fails the IPPE course, the student must repeat the failed IPPE course during the quarter break. The repeated course may or may not be with a faculty preceptor. During the repeated rotation, the students must be at his/her practice sites for 8 hours a day, 5 days a week, for two weeks (or equivalent of 80 hours: see schedule below). Failure to complete the repeated course may result in a delay of academic progression.

For APPE only: Due to the accelerated three-year program, students who fail a rotation must repeat the failed rotation during the next available rotation block. This will result in a delay of graduation. Students are only allowed to repeat up to two APPE rotations. If a student fails a third rotation, student will be dismissed from the program. Detailed information can be found in the APPE Experiential Manual. See the Academic Progression, Standards, and Graduation Requirements for more information on academic dismissal and course failure.



## **ACADEMIC DISMISSAL AND COURSE FAILURE**

- A student with unsuccessful course remediation(s) may face dismissal from the program, as determined by the Academic Progression & Professionalism Committee.
- Failing a course twice (previously remediated but was unsuccessful) will cause dismissal from the School of Pharmacy.
- A student failing three courses in any ONE quarter will be dismissed from the program.
- A student will NOT be allowed to remediate more than 3 (three) didactic courses in the entire Academic Lifetime. Failing a fourth course will result in dismissal from the School of Pharmacy.
- A student will NOT be allowed to repeat more than 2 IPPE and 2 APPE courses in the entire Academic Lifetime. Failing a third IPPE or APPE will result in dismissal from the School of Pharmacy.
- 

## **GRADUATION REQUIREMENTS**

A student will be recommended for the degree of Doctor of Pharmacy provided the student:

1. Has completed three years in the School of Pharmacy; and
2. Is not on provisional academic status, has completed all prescribed courses with a grade of 2.0 or higher, has completed all prescribed academic requirements with a cumulative GPA of 2.0 or higher, has no outstanding grade which is incomplete, and has a passing grade for all clinical rotations; and
3. Has performed and behaved in a manner which is ethical, professional, and consistent with the practice of pharmacy; and
4. Has satisfactorily passed prescribed exams; and
5. Has completed 100 hours (or equivalent) of community service; and
6. Has completed all programmatic co-curricular and non-credit requirements (including but not limited to interprofessional activities, outreach events, NAPLEX review sessions, NAPLEX prep examinations meeting required benchmarks, boot camp, student portfolios, course and program surveys); and
7. Has completed all degree requirements within SEVEN AND A HALF (7.5) years following initiation of the matriculation process; and
8. Has met all AUHS financial requirements and obligations.
9. Fulfilled the required graduation checklist- “Graduation checklist and Student NAPLEX Success Plan.”
10. Fulfill AUHS Graduation checklist

## **NAPLEX – PANEL**

*In the Practice Readiness III course (CS 943), students are required to pass or meet the benchmarks for all PNN, NAPLEX Advantage, and UWorld proctored and non-proctored examinations. Students must also attend the Live Review and Boot Camp. Additionally, students must pass, and complete other testing requirements as determined by the Dean to successfully prepare for NAPLEX paneling. If these benchmarks and requirements are not met during the current quarter, the student will have one (1) quarter to fulfill them. If the benchmarks and requirements are still not met by the end of the subsequent quarter, the student will not pass the class and will be required to retake the entire CS 943 course.*



**SOP: GRADUATION CHECKLIST & STUDENT NAPLEX SUCCESS PLAN**

STUDENT'S NAME: \_\_\_\_\_

COHORT: Class of 202X

**PART 1: NAPLEX PREPAREDNESS**

Students will complete all assignments and exams assigned to their respective APPE rotations as **mandatory** requirements and post-APPE exams as indicated below:

REQUIREMENTS	BENCHMARK 90%	CHECKED BY
Completion of post-APPE NAPLEX readiness Test (UWorld)	<input type="checkbox"/> YES <input type="checkbox"/> NO	OOE
Completion of PassNAPLEXnow (PNN) Videos and Chapter quizzes & PNN Prep Tests	<input type="checkbox"/> YES <input type="checkbox"/> NO	OOE
NAPLEX Advantage	<input type="checkbox"/> YES <input type="checkbox"/> NO	OOE
100% Encounter with Physician	<input type="checkbox"/> YES <input type="checkbox"/> NO	OOE
All Disease State Topics in APPE met	<input type="checkbox"/> YES <input type="checkbox"/> NO	OOE
Completion of all Experiential Assignments (ie., field encounters, Business Plan, PPCP/SOAP Notes, Journal Club, Leadership Essays)	<input type="checkbox"/> YES <input type="checkbox"/> NO	OOE
Complete all 1440 hours for APPE rotation	<input type="checkbox"/> YES <input type="checkbox"/> NO	OOE

**PART 2: LIVE SESSIONS/NAPLEX CONTENT REVIEW**

REQUIREMENTS	CHECKED BY
UWorld 3-Day Live Session <input type="checkbox"/> Day 1 <input type="checkbox"/> Day 2 <input type="checkbox"/> Day 3	OOE
PassNAPLEXnow <input type="checkbox"/> Pre-Course Videos <input type="checkbox"/> Live/Virtual 7-day Course <input type="checkbox"/> 3-Day Live Course	OOE
NABP Practice Exam- PreNAPLEX- score of 90 or higher <input type="checkbox"/> YES <input type="checkbox"/> NO	OOE

**PART 3: CO-CURRICULUM- Must complete the activities listed below**

CATEGORIES	COMPLETION	CHECKED BY
Public Health and Education Activities	<input type="checkbox"/> YES <input type="checkbox"/> NO	Co-Curricular Committee
Legislative Advocacy Activities	<input type="checkbox"/> YES <input type="checkbox"/> NO	Co-Curricular Committee
Interprofessional Service Activities	<input type="checkbox"/> YES <input type="checkbox"/> NO	Co-Curricular Committee
Professional Development Activities	<input type="checkbox"/> YES <input type="checkbox"/> NO	Co-Curricular Committee
Leadership Development Activities	<input type="checkbox"/> YES <input type="checkbox"/> NO	Co-Curricular Committee
Innovation and Research Activities	<input type="checkbox"/> YES <input type="checkbox"/> NO	Co-Curricular Committee
100 Hours of Community Service	<input type="checkbox"/> YES <input type="checkbox"/> NO	Co-Curricular Committee

**PART 3: OVERALL STUDENT HISTORICAL ACADEMIC RECORD**

<b>AUHS GPA:</b>	<b>Science GPA:</b>	<b>Entering GPA:</b>	<b>Cumulative GPA:</b>	<b>Pre- NAPLEX:</b>	<b>NAPLEX:</b>	<b># Of Attempts (NAPLEX):</b>
<b>SOP Course Repeat?</b>	<b>*SOP Repeated Course(s)</b>			<b>NAPLEX Advantage:</b>		
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	1.			<b>SOP Repeated Course(s) grade:</b>		
	2.			1.	2.	
				3.	4.	

PANEL RECOMMENDATIONS

**Part 4: Met all Requirements for the SOP COURSE. Approved to Process CA State Board Pharmacist Documents**

Panel Members:		Approved by:	
Signature of Faculty _____	Date _____	Experiential Education Director _____	Date _____
Signature of Faculty _____	Date _____	Signature President, CEO / Provost _____	Date _____
		SOP, Dean Signature _____	Date _____
		Assistant Dean of Student Affairs and Admissions _____	Date _____

Comments: \_\_\_\_\_

## STUDENT COMPLAINTS/GRIEVANCE

### STUDENT COMPLAINTS

The American University of Health Sciences (AUHS) is committed to providing an academic environment where all students are treated equitably and fairly. Consequently, AUHS does not tolerate discrimination or harassment based on actual or perceived characteristics of race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, pregnancy, gender, gender identity, gender expression, age, sexual orientation, AIDS/HIV, military and veteran status of any person, or association with a person or group with one or more of these actual or perceived characteristics (collectively, “Protected Category” or “Protected Categories”). Likewise, AUHS does not tolerate retaliation against persons who complain of discrimination or harassment or who participate in any investigation regarding discrimination or harassment.

The School of Pharmacy and the University recognize that, on occasion, a student may have a concern or issue that necessitates a prompt and fair resolution. To address the issue, the student is to follow the prescribed series of steps (see university catalog) to obtain a mutual and satisfactory resolution of the student’s concern or issue.

Reasons for grievance may include:

- A claim of an inappropriate grade that has been assigned by a faculty member
- A miscalculation of a final grade
- A claim of abuse, ill-treatment or exploitation

The following cases may NOT be grieved: Violations of the Academic Honor code (specifically Academic Integrity and Student Conduct Violations which were considered serious enough to warrant a dismissal from the University.

### *Procedure*

The procedure to file an academic complaint/grievance is available in the University Catalog.

### *Student Complaints to ACPE*

The Accreditation Council for Pharmacy Education (ACPE) has a mandate to ensure that any college/school of pharmacy that applies for or has pre-accreditation or accreditation status handles complaints from students, faculty, other institutions or the public. Students can file complaints regarding SOP’s adherence to ACPE Standards or any other issues. A complaint must be submitted in writing to the Executive Director of ACPE. Students who need to file a complaint with ACPE may visit the website for policies and procedures (<https://www.acpe-accredit.org/complaints/>).

### *Procedure*

ACPE Complaint Form is available at:

[https://acpeaccredit.formstack.com/forms/complaint\\_form\\_copy](https://acpeaccredit.formstack.com/forms/complaint_form_copy).

## EXPECTATIONS of STUDENT BEHAVIOR

Behaviors that are disrespectful to faculty or fellow students are disruptive and prohibited. Therefore, students may not bring anyone not enrolled in the course to class or leave such persons unattended on campus or at off-site facilities. Other prohibited classroom behaviors include but not limited to refusing to be seated, talking during lectures, sleeping, eating, non-class reading, entering the classroom late or leaving early without authorization and using cellular devices during exams or graded activities. Faculty may also communicate the time and manner for student questions and expression of points of view in the instructional setting. Faculty may establish, communicate and enforce reasonable rules of expected classroom behavior and decorum. These rules are not intended to discourage appropriate classroom expression, discussion or disagreement, but to promote respectful interactions. Disruptive or disrespectful behaviors in the classroom are grounds for discipline and possible dismissal from the pharmacy program and/or the University.

Students that exhibit a chronic pattern of hostility and intimidation as indicated by the issuance of more than one Adverse Action form, including (but is not limited to) verbal abuse, shouting, profanity, stalking, swearing, bullying, threatening communication of any kind, or any other activity that meets the legal definition of harassment, shall be dismissed from the program.

The pharmacy profession has developed a set of common guidelines for behavior and decision making in the *Pledge of Professionalism*, *The Oath of a Pharmacist*, and the *American Pharmacists Association Code of Ethics*. The pharmacy faculty abides by these profession standards and believes that pharmacy students should perform in accordance with the provisions of these Codes.

Violation of any of these general standards of conduct or provisions of the Codes is grounds for discipline and dismissal from the pharmacy program and/or the University.

### CODE OF CONDUCT FOR PHARMACISTS

#### **Pledge of professionalism**

As a student of pharmacy, I believe there is a need to build and reinforce a professional identity founded on integrity, ethical behavior, and honor. This development, a vital process in my education, will help ensure that I am true to the professional relationship I establish between myself and society as I become a member of the pharmacy community. Integrity must be an essential part of my everyday life and I must practice pharmacy with honesty and commitment to service.

To accomplish this goal of professional development, I as a student of pharmacy should:

**DEVELOP** a sense of loyalty and duty to the profession of pharmacy by being a builder of community, one able and willing to contribute to the well-being of others and one who enthusiastically accepts the responsibility and accountability for membership in the profession.

**FOSTER** professional competency through life-long learning. I must strive for high ideals, teamwork, and unity within the profession in order to provide optimal patient care.

**SUPPORT** my colleagues by actively encouraging personal commitment to the Oath of Maimonides and a Code of Ethics as set forth by the profession

**INCORPORATE** into my life and practice, dedication to excellence. This will require an ongoing reassessment of personal and professional values.

**MAINTAIN** the highest ideals and professional attributes to ensure and facilitate the covenantal relationship required of the pharmaceutical care giver.

The profession of pharmacy is one that demands adherence to a set of rigid ethical standards. These high ideals are necessary to ensure the quality of care extended to the patients I serve. As a student of pharmacy, I believe this does not start with graduation; rather, it begins with my membership in this professional college community. Therefore, I must strive to uphold these standards as I advance toward full membership in the profession of pharmacy.

*Developed by the American Pharmaceutical Association Academy of Students of Pharmacy/American Association of Colleges of Pharmacy Council of Deans (APhA-ASP/AACP-COD) Task Force on Professionalism; June 26, 1994.*

## **OATH OF A PHARMACIST**

"I promise to devote myself to a lifetime of service to others through the profession of pharmacy. In fulfilling this vow:

**I will** consider the welfare of humanity and relief of suffering my primary concerns.

**I will** promote inclusion, embrace diversity, and advocate for justice to advance health equity.

**I will** apply my knowledge, experience, and skills to the best of my ability to assure optimal outcomes for all patients.

**I will** respect and protect all personal and health information entrusted to me.

**I will** accept the responsibility to improve my professional knowledge, expertise, and self-awareness.

**I will** hold myself and my colleagues to the highest principles of our profession's moral, ethical and legal conduct.

**I will** embrace and advocate changes that improve patient care.

**I will** utilize my knowledge, skills, experiences, and values to prepare the next generation of pharmacists.

*I take these vows voluntarily with the full realization of the responsibility with which I am entrusted by the public.”*

*The revised oath was adopted by the AACP House of Delegates in July 2007 and has been approved by the American Pharmacist Association*

## **CODE OF ETHICS FOR PHARMACISTS**

**Preamble:** Pharmacists are health professionals who assist individuals in making the best use of medications. This Code, prepared and supported by pharmacists, is intended to state publicly the principles that form the fundamental basis of the roles and responsibilities of pharmacists. These principles, based on moral obligations and virtues, are established to guide pharmacists in relationships with patients, health professionals, and society.

- I. **A pharmacist respects the covenantal relationship between the patient and pharmacist.** Considering the patient-pharmacist relationship as a covenant means that a pharmacist has the moral obligations in response to the gift of trust received from society. In return for this gift, a pharmacist promises to help individuals achieve optimum benefit from their medications, to be committed to their welfare, and to maintain their trust.
- II. **A pharmacist promotes the good of every patient in a caring, compassionate, and confidential manner.** A pharmacist places concern for the well-being of the patient at the center of professional practice. In doing so, a pharmacist considers needs stated by the patient as well as those defined by health science. A pharmacist is dedicated to protecting the dignity of the patient. With a caring attitude and a compassionate spirit, a pharmacist focuses on serving the patient in a private and confidential manner.
- III. **A pharmacist respects the autonomy and dignity of each patient.** A pharmacist promotes the right of self-determination and recognizes individual self-worth by encouraging patients to participate in decisions about their health. A pharmacist communicates with patients in terms that are understandable. In all cases, a pharmacist respects personal and cultural differences among patients.
- IV. **A pharmacist acts with honesty and integrity in professional relationships.** A pharmacist has a duty to tell the truth and to act with conviction of conscience. A pharmacist avoids discriminatory practices, behavior, or work conditions that impair professional judgment, and actions that compromise dedication to the best interest of patients.
- V. **A pharmacist maintains professional competence.** A pharmacist has a duty to maintain knowledge and abilities as new medications, devices, and technologies become available and as health information advances.
- VI. **A pharmacist respects the values and abilities of colleagues and other health professionals.** When appropriate, a pharmacist asks for the consultation of colleagues or other health professionals or refers the patient. A pharmacist acknowledges that colleagues and other health professionals may differ in the beliefs and values they apply to the care of the patient.

- VII. **A pharmacist serves individual, community, and societal needs.** The primary obligation of a pharmacist is to individual patients. However, the obligations of a pharmacist may at times extend beyond the individual to the community and society. In these situations, the pharmacist recognizes the responsibilities that accompany these obligations and acts accordingly.
- VIII. **A pharmacist seeks justice in the distribution of health resources.** When health resources are allocated, a pharmacist is fair and equitable, balancing the needs of patients and society.

*Adopted by the membership of the American Pharmacists Association October 27, 1994.*

## ACADEMIC INTEGRITY

AUHS is a community of scholars. All members, including faculty, staff and students are responsible for maintaining standards of academic honesty. Cheating, plagiarism, collaborative work, multiple submissions without permission of the professor or other kinds of academic dishonesty are considered unacceptable behavior and will result in formal disciplinary proceedings resulting in **loss of credit for a project, a failing grade for a class, and/or dismissal from the university.** Every student is responsible for following the University's Academic Honor Code. The policy may be found in the University Catalog.

The Administration of American University of Health Sciences believes that integrity is an important attribute for the student population. Students are given the freedom to learn, explore and question, but this must truly be an individual experience. All students need to understand the seriousness of cheating, collusion and plagiarism.

Plagiarism: obtaining, by any means, the work of another student and submitting this work, as own's work.

### *Plagiarism/ collusion*

Unauthorized collaboration with another student in preparing work for a class cheating: copying/tracing from another student, using unauthorized materials or devices, and/or collaborating with another student in a testing situation or class project.

Fabrication: providing false information about an AUHS related matter to gain some benefit to the student.

Students involved in plagiarism, collusion, and/or cheating may face loss of credit for a project, a failing grade for a class, and/or dismissal from the university



### *Violation of Copyright Policy*

AUHS is obligated by federal law to inform its students of its policies and sanctions related to copyright infringement. Unauthorized distribution of copyrighted material, including unauthorized peer-to-peer file sharing (e.g., using Bit Torrent to obtain/distribute music or movies), may subject students to civil and criminal liability.

Additional information on Academic Integrity is available in the University Catalog.

### **USE OF ILLEGAL SUBSTANCES**

American University of Health Sciences' students are expected to comply with local, state, and federal laws relating to the use of drugs and alcohol. The University will not tolerate conduct that disrupts the campus or the academic environment. The University values its relationship with the adjoining community and recognizes the right of its neighbors to be secure from abusive conduct, and potentially dangerous behavior caused by the use of illegal drugs and alcohol on campus property. The University considers the student use of controlled substances, dangerous drugs or devices or alcoholic beverages to an extent or in a manner injurious to self or others to constitute unprofessional conduct. The conviction of a criminal offense involving the prescription, consumption or self-administration of the above substances is conclusive evidence thereof. Students who are impaired by or demonstrate characteristics of chemical dependency or mental illness will be directed to seek appropriate assistance through a health care provider and provide the pharmacy program with proof of treatment and fitness for practice to the pharmacy program. Evidence of rehabilitation will need to be submitted. Instructors have the authority and responsibility to take immediate corrective action with regards to the impaired student's conduct and performance in the clinical setting. This includes removing the impaired student from the patient care area until the student is deemed medically safe to return to patient care activities. All matters will be handled confidentially.

Pharmacy students showing signs of mental illness or chemical dependency should be directed to a health care provider for diagnosis and treatment of the illness. Chemical dependency and mental illness are diseases and should be treated as such.

### **PROFESSIONALISM DURING PHARMACY EXPERIENTIAL EDUCATION**

1. Professionalism is an overarching quality that must be consistently present throughout the rotation as various activities are performed. Students must take responsibility for acting professionally and demonstrate this in all interactions, behaviors, and attitudes. Students are always expected to be familiar with and to adhere to the policies, standards, guideline and regulations set out within:
  - a. The American University of Health Sciences (AUHS) Standards of Conduct or Provisions of the Codes
  - b. The AUHS School of Pharmacy Professionalism Code of Conduct and Policies
  - c. Pledge of Professionalism (APPE Preceptor and Student Manual Appendix)

- d. Each rotation site's corporate, institutional, departmental or practice documents pertaining to professionalism.
2. Professional behavior is assessed within the mid-point and final assessment form. The preceptor shall immediately report to the Office of Experiential Education any unacceptable behaviors/attitude or any major concerns they have with the student's level of professionalism.
3. For APPE only: A student who receives a No Pass (NP) on any APPE experiential rotation of the same rotation Poor professional behavior will impact upon the student's professionalism assessment and may be grounds for a grade of 'fail', require remedial work, delay of graduation, or dismissal from the program as per University's Standards of Conduct or Provisions of the Codes.
4. Attendance is mandatory for all Experiential Education assigned days. If a mandatory course activity is missed due to an unexcused absence or tardiness, the activity will be graded as a fail for that student. For an absence to be excused, the student must notify the Office of Experiential Education of the absence prior to the beginning of that class meeting, and the student must provide a legitimate reason in writing. The legitimacy of the reason—and the sufficiency of supporting documentation will be at the discretion of the Course Coordinator.
5. For APPE - Students are assigned NAPLEX Prep book chapters to be completed during each of the six-week rotation. Students will need to read the assigned chapter and successfully pass the post-test with a score of 90% or better in order to pass the rotation. If the student does not achieve the pass rate of 90%, the student will be allowed two more attempts to retake it. All assigned chapters must be completed with a passing score of 90% by **11:59 PM one day after the last day of rotation**. Failure to complete and successfully pass all required chapters may result in failing the rotation (See APPE Syllabi).

## **DOCUMENTATION OF INAPPROPRIATE BEHAVIOR OR UNSAFE CLINICAL PRACTICE:**

Students engaged in inappropriate or unsafe behavior in class, at office hours, in the practice experience setting, or in any other interaction in their role as a student of the School of Pharmacy will have their actions documented in an Adverse Action Form.

### **ISSUING AN ADVERSE ACTION FORM**

1. Should a specific situation occur in lecture or practice experience warranting documentation, the exact event of the incident should be described in an Adverse Action Form. The Adverse Action Form is to be given to the student to read within twenty-four (24) hours of the specific incident when possible. All documentation is to be filed in the student's record in the Office of Student Services and on Student Information System (SIS). The student is encouraged to sign indicating that the note has been read and understood. The student may submit a written response statement to be added to his/her Adverse Action Form.
2. If a student's practice performance is unsafe, the student will be sent home from the practice experience area. This will be considered an unexcused absence for that clinical day and documented on an Adverse Action Form.
3. Faculty will clearly detail on an Adverse Action Form what is deemed "unsafe clinical practice" and discuss the behavior with the lead teacher. Concise written guidelines for improvement will be given to the student.
4. In the event the student's behavior is determined to be inappropriate, such as failing to submit health requirements or completion of a remediation plan, an Adverse Action Form will be issued.
5. If multiple reports of inappropriate behavior or unsafe clinical practice are filed for a single course, the student will fail that course.
6. If students receive more than three Adverse Action Forms during the academic program, they will be referred to the Dean of the School of Pharmacy for counseling and review.

## ELIGIBILITY FOR CLINICAL PRACTICE STATE AND NATIONAL BOARD EXAMINATION LICENSURE REQUIREMENTS

*The California State Board of Pharmacy requires 1,500 hours of pharmacy practice experience as an intern pharmacist for licensure as a pharmacist. Students in the Doctor of Pharmacy program at American University of Health, School of Pharmacy, are required to complete a total of 1,760 hours (320 hours earned through introductory pharmacy practice experiences and 1,440 Hours through advanced pharmacy practice experiences). Therefore, it is required that students obtain a Pharmacy Intern License from the California State Board of Pharmacy (Board).*

*An active pharmacy intern license must be issued by the Board while enrolled in the program. If a student participates in a professional practice experiences in other states, the student must hold a pharmacy intern license from that state as well. A copy of these documents must be kept on file. Revocation or expiration of the Intern license precludes the students' ability to participate in experiential activities and may preclude successful matriculation throughout the program.*

*See [https://www.pharmacy.ca.gov/forms/intern\\_app\\_pkt.pdf](https://www.pharmacy.ca.gov/forms/intern_app_pkt.pdf) for more information on license requirements and to apply. Allow at least 30 days for the Board to process the application.*

### LICENSURE AS AN INTERN

Students enrolled in School must have a valid, current California Pharmacy Intern License. Incoming students are required to apply for a California Pharmacy Intern License during the Fall quarter of the PY1. Students will be provided with intern application packets during the Pre-IPPE co-curricular course and given instructions on its completion. Live Scan Fingerprinting will be completed during this process. Completed applications are submitted to the Office of Experiential Education. After processing, the Office of Experiential Education will submit the applications for the entire class to the Board of Pharmacy. Once the applications are received and processed, the Board of Pharmacy mails the Intern License to the student. A copy of the Intern License shall be provided to the Office of Experiential Education and the Office of Student Affairs where it will be added to the student's permanent file.

Students cannot participate in the IPPE or APPE program without a current California Pharmacy Intern License. In addition, student pharmacists are not allowed to actively immunize unless they are Registered Pharmacist Interns in the state of California. All students must carry their pocket licenses with them at all times when visiting experiential practice sites. Visiting Board of Pharmacy Inspectors may ask to examine professional licenses when making site visits; this may also include the licenses of interns participating in experiential education at the site. Preceptors may also ask students to provide a copy of their California pharmacy intern license during your site orientation. All students must disclose information regarding Board of Pharmacy - Board Actions to the Office of, Experiential Education within 15 days of receipt of any notice of action against their license from the Board of Pharmacy.

## **LICENSURE AS A PHARMACIST**

To become licensed to practice pharmacy in California, you must meet the Registered Pharmacist requirements of the California Board of Pharmacy. These requirements can be found on the state board of pharmacy website at <http://www.pharmacy.ca.gov/index.shtml>

## **CALIFORNIA BOARD OF PHARMACY**

The California State Board of Pharmacy (CSBP) is a consumer protection agency. One way the board fulfills its consumer protection mandate is to assure that those licensed to practice pharmacy possess minimum competency. To this end, California law requires candidates to take the NAPLEX™ and California Practice Standards and Jurisprudence Examination (CPJE). You can obtain a copy of this code and other California pharmacy laws from the board's Web site. These examinations require candidates to demonstrate that they possess the minimum knowledge and abilities necessary to perform safely and effectively in independent pharmacy practice in the U.S. as well as in California. For more information, go to <http://www.pharmacy.ca.gov/index.shtml>

## **NORTH AMERICAN PHARMACIST LICENSURE EXAMINATION (NAPLEX)**

The NAPLEX™ (North American Pharmacist Licensure Examination) is developed by the National Association of Boards of Pharmacy (NABP) for use by the state boards of pharmacy as Requirements for pharmacist licensure in California are listed in California Business and Professions Code section 4200(a)(1-6) 40 part of their assessment of competence to practice pharmacy. This computer-adaptive test provides the most precise measurement of the student's knowledge and ability in pharmacy. By using the NAPLEX™, the state boards provide a valid and objective examination that tests the competence in important aspects of the practice of pharmacy. The NAPLEX™ also assists the state boards of pharmacy in fulfilling one aspect of their responsibility to safeguard the public health and welfare. For more information, go to <http://www.nabp.net/>

## **CALIFORNIA PRACTICE STANDARDS AND JURISPRUDENCE EXAMINATION (CPJE).**

The California State Board of Pharmacy, through its Competency Committee, develops the CPJE. The board's CPJE is comprised of 90 multiple-choice questions, administered by computers at designated test centers throughout the country. California law (California Business and Professions Code section 4200.2) requires that the CPJE include items that demonstrate proficiency in patient-communication skills, aspects of pharmacy practice, and the application of clinical knowledge that is not measured by NAPLEX and California law. For more information, go to [http://www.pharmacy.ca.gov/applicants/naplex\\_info.shtml](http://www.pharmacy.ca.gov/applicants/naplex_info.shtml)

## MULTISTATE PHARMACY JURISPRUDENCE EXAMINATION (MPJE)

The computer-based Multistate Pharmacy Jurisprudence Examination® (MPJE) combines federal and state-specific law questions to serve as the state law examination in participating jurisdictions. The MPJE is based on a national blueprint of pharmacy jurisprudence competencies; however, the questions are tailored to the specific law in each state. For more information, go to <http://www.nabp.net/programs/examination/mpje/registrationbulletin>

## HEALTH EVALUATION

*A student who has not turned in all required health documents by the designated deadline will not be permitted to enroll in the theory or practice experience course.*

### GENERAL

1. Students must meet the following School of Pharmacy minimum health evaluation requirements.
2. Depending on practice placement, students will be required to meet any additional health evaluation requirement per individual institution's policy (also see Clinical Agency Rules).
3. Students with any medical conditions or problems must provide the school an official clearance by a physician or healthcare provider stating that the student can work at the clinical setting with no restriction. Official clearance shall be written in an original professional company stationery indicating address of the physician or healthcare provider, license number, and original signature.

### PHYSICAL EXAM

1. Students shall have a health examination by a person lawfully authorized to perform such an examination prior to entering the clinical nursing courses.
2. Each examination shall include a medical history and physical evaluation.
3. The examination shall include laboratory work if indicated by the practitioner.
4. The report signed by the practitioner shall indicate that the person is able to perform assigned duties and that no health condition exists that would create a hazard for the student, colleagues, patients or visitors.
5. If a student is returning from an absence greater than or equal to one year, the student must complete a new health evaluation prior to reentering the program.
6. All persons working in a clinical setting who are known to have symptoms of infectious disease shall be removed from contact with patients (see also Health Situations Increasing Risk in the Clinical Setting).

## **TUBERCULOSIS EVALUATION**

1. The initial health examination shall include a purified protein derivative (PPD) skin test for tuberculosis or a chest X-ray. A 2-step PPD test is required (consisting of two PPD tests being completed 1 – 3 weeks apart) prior to beginning the first clinical rotation. Each subsequent year, a single negative PPD skin test is required.
2. Positive reaction to the skin test shall be followed by a chest X-ray.
3. Annual tuberculin screening by a person lawfully authorized to perform such an examination that includes symptom/risk factor assessment must be performed.
4. A negative PPD tuberculin skin test or a chest X-ray prior to entering the program is required. The PPD must be repeated annually. A chest X-ray must be repeated annually.
5. Depending upon the clinical site, additional requirements may be necessary (e.g., two-step PPD).

## **IMMUNIZATION STATUS**

1. Students must demonstrate immunity to Measles, Mumps, Rubella, Varicella (Chicken Pox), and Hepatitis B (i.e., documentation of adequate antibody titer levels post vaccination). It takes time to make a clinic visit appointment, for clinical laboratory results to be read and released. Some immunizations may require a lapse of time before a second dose is required (e.g., Hepatitis B vaccine). If insufficient immunity status has developed, documentation of completion of vaccination series for the above immunizations must be demonstrated. A repeat antibody titer must be done after the vaccination series to verify immunity. Make clinic appointments early for your health evaluation to avoid unnecessary delay in the submission of the required health clearance record.
2. Students must demonstrate documentation of tetanus and pertussis immunization [tetanus-diphtheria-a cellular pertussis (TDaP)] within ten (10) years prior to entering the program.
3. Per clinical placement requirements, students are required to take the annual flu shot.

## **BASIC LIFE SUPPORT CARDIOPULMONARY RESUSCITATION (BLS/CPR)**

1. All students are required to obtain and maintain and provide documentation of continuous Basic health provider Life Support CPR certification (American Heart Association) during enrollment in the program.
2. Students returning from a leave of absence will be required to provide current documentation of continuous Basic Health Provider Life Support CPR prior to re-enrolling.

## **BACKGROUND CHECK**

1. A background check is required of all students in the School of Pharmacy because pharmacists perform sensitive tasks that include: the care and security of patients, children, the elderly, the handicapped, the mentally impaired; direct access to controlled substances; and issuance of keys to buildings.
2. Students are required to submit, and satisfactorily clear, a criminal background check prior to performing clinical duties. Live Scan and fingerprinting are required.
3. Some agencies require additional background and security clearances that must be completed by students in advance of their practice experience placement. Students will be given adequate time to prepare for and submit all documents for background clearances.

## **HIPAA PRIVACY AND SECURITY SCREENING**

1. The Health Insurance Portability and Accountability Act (HIPAA) was passed in 1996 in an effort to make health insurance more efficient and portable. Additionally, because of public concerns about confidentiality, the Act also addresses information protection.
2. Because pharmacists have access to individual's protected health information, all students must
  - a. Have an understanding of what information must be protected under HIPAA privacy laws;
  - b. Have an understanding of the HIPAA patient rights;
  - c. Have an understanding of the pharmacists' role as a healthcare provider in maintaining privacy of protected health information for patient care, teaching, research, fundraising, marketing and media;
  - d. Be aware of consequences for non-compliance with federal regulations.
3. Students must successfully complete the HIPAA module prior to entry into clinical practice and annually.

## **MALPRACTICE INSURANCE**

Students are required to have private malpractice insurance at their own expense and it should be renewed annually. Malpractice insurance coverage must be maintained for the entire nursing program.



## PERSONAL APPEARANCE

### *HYGIENE*

1. Good personal hygiene is an important aspect of professional pharmacist. Regular bathing and the use of body deodorant are essential.
2. Adornments are not to be worn in the hair. Small functional and conservative hair fasteners may be worn in order to secure a student's hair. Hair must be clean and secured off the face and collar. Extreme or unnatural appearance in style or color of hair shall not be permitted. Beards and mustaches must be clean, short and neatly trimmed; otherwise male students should be clean-shaven.
3. Because odors can be offensive to ill clients, no perfume, colognes or after-shave lotions may be worn.
4. Make-up is to be in good taste and should not be used excessively.
5. Fingernails must be clean and short. No polish may be worn. No artificial or gel nails may be worn in clinical areas.
6. Jewelry will be limited to a plain wedding band, a watch with a second hand and one pair of earrings. Necklaces are not permitted. Earrings should be small single posts. For safety reasons, earrings that dangle are inappropriate. No other visible body piercing ornaments are allowed other than earrings. Multiple earrings or decorative pins on uniforms are not allowed.
7. White lab coats are the only allowed cover-up in the clinical setting.
8. Gum chewing is not permitted in any clinical agency.
9. All visible tattoos are to be covered.

### **DRESS CODE ON CAMPUS & EXPERIENTIAL SITES:**

1. Approved uniform (Olive Green Scrub) is required at all times while on campus. Dress slacks, skirt/dress, for women. Shirt and tie for men with white lab coat on lab/clinical/experiential (IPPE AND APPE) classes.
2. Attire that is never accepted on campus or in the clinical area are open-toed shoes, sandals, visible piercing (e.g., nose, tongues, lips) hats (e.g., caps, beanies), or revealing attire. If a student is dressed inappropriately, they will be dismissed from the classroom and campus, and clinical settings.
3. Every student will have the following articles in order to attend clinical unless otherwise specified. If any of the required items are missing, the student will not be allowed to proceed on campus and will be marked absent:
  - a. AUHS student ID
  - b. White Laboratory coat

## STUDENT IDS

AUHS students are required display their student identification card at all times while on campus, experiential sites, and/or participating in events where AUHS ID is required.

- ID Replacement
  - There is a replacement fee for damaged, lost, or stolen ID cards. Please contact the office of Student Affairs for the replacement fee.
  - If a student has an ID with incorrect information, they may receive a free replacement. However, they must submit their old ID badge with the incorrect information in order to receive a free replacement.

## CLINICAL AGENCY RULES

Students are educational guests in the practice experience facility and are expected to abide by each facility's policies and procedures manuals. Students are not allowed to share site computer ID codes and/or passwords. Students are expected to be familiar with emergency protocols for each practice facility.

No personal calls are to be placed or received while in the practice setting. Students are not allowed to carry or use smartphones or other cellular devices when in clinical unless it is authorized by the clinical instructor or clinical site for clinical purposes. Picture taking is not allowed unless approved by the clinical agency.

Students who fail to comply with ongoing health-related documentation will not be allowed to attend clinical and will be withdrawn from the course.

Students are expected to follow dress codes and/or specific rules unique to each facility and to display professional demeanor while in the facility.

Students are expected to attend clinical facility-sponsored orientations. Absence or tardiness of 30 minutes or more from the facility orientation will result in a dismissal from the course.

Only the English language will be spoken in clinical settings.

Students are not allowed to change clinical groupings during the quarter unless approved by the Dean.

## CONFIDENTIALITY

1. Pharmacists are ethically committed to a nonjudgmental attitude, to honesty, and to protecting the confidentiality and the right to privacy of the patient.
2. Patients often confide highly personal information to nurses, trusting them not to divulge that information carelessly.

3. Patient names should never be used when writing nursing care plans or presenting case studies, except when these care plans are recorded directly in the patient's chart and are used as a basis for ongoing patient care. Instead, the patients should be referred to by their initials to conceal identity.
4. Any information seen or heard concerning a patient's diagnosis, condition, treatment, financial or personal status ***must be held in absolute confidence***.
5. Details of a patient's history or status should not be discussed in elevators, restrooms, cafeterias, on social media, or in any other public place. Discussing a patient's medical history merely for the sake of gossip is highly unethical and unprofessional and may result in dismissal from the nursing program.
6. When the clinical experiences terminate, the need to respect the client's confidentiality does not end.
7. Under no circumstances should a student photocopy or screenshot any part of the patient's record.

## HEALTH SITUATION INCREASING RISK IN THE CLINICAL SETTING

Changes in student health status that may affect the safety of the student and/or patient in health care agencies must be reported to the Dean. This includes pregnancy, accident that causes injury, or other mental or physical conditions including infectious diseases. An official health care provider statement may be required indicating it is safe for the student to function in the clinical area. The School of Pharmacy will provide reasonable accommodations for student specific needs stemming from a change in health status.

As a part of providing care to ill persons, the student may be exposed to infectious and/or communicable diseases. Costs of testing, diagnosis, and treatment of any infectious and/or communicable disease, including those contracted while acting as a caregiver in clinical experiences, will be the responsibility of the student. The School of Pharmacy provides instruction to each student regarding Universal Precautions according to the recommendations of the Centers for Disease Control.

## AUHS SCHOOL OF PHARMACY POLICY ON HIV/AIDS AND OTHER BLOOD BORNE DISEASES

### DEFINITIONS

#### ***HIV/AIDS***

Acquired immunodeficiency syndrome (AIDS) is a condition in which the body's ability to defend itself against a variety of diseases is seriously reduced. This condition apparently is caused by a virus known most commonly as the human immunodeficiency virus (HIV). As yet, there is no known cure for AIDS.

## HIV POSITIVE

When a person is infected with HIV, his or her immune system responds by producing antibodies against the virus. Antibodies can be detected by a laboratory test, though symptoms of illness may not be present. Antibodies generally develop within three (3) to twelve (12) weeks after exposure but may take as long as fourteen (14) months. Such an infection apparently cannot be reversed and may develop into AIDS.

## *PRINCIPLES UNDERLYING THE AUHS SCHOOL OF PHARMACY POLICY*

1. A primary objective of the AUHS School of Pharmacy HIV/AIDS policy is education for the prevention of any acquisition or transmission of HIV/AIDS.
2. AUHS School of Pharmacy shall respond to any known case of HIV/AIDS as it would to any other life-threatening, contagious disease. At no time will the University discriminate against any persons because they are infected by HIV.
3. AUHS School of Pharmacy personnel will act to combat fear, prejudice, discrimination, irrationality, paranoia, and/or hysteria commonly associated with HIV/AIDS.

## *POLICY ON HIV/AIDS AND OTHER BLOODBORNE DISEASES*

1. Responsibility for ongoing, educational programming on HIV/AIDS shall be assigned to the faculty and the Dean. Such educational programming shall be directed to all members of the AUHS School of Pharmacy community, including administrators, faculty, staff, and students.
2. AUHS School of Pharmacy shall attempt to conform to all local, state, and federal laws and the Center for Disease Control guidelines.
3. AUHS School of Pharmacy allows persons who are HIV-positive to remain on campus, but they must not engage in or endorse life-style practices which might pose a direct threat of transmitting the virus to others.
4. AUHS School of Pharmacy will not undertake program screening to identify persons infected with HIV unless required to do so by law. Students and University employees desiring HIV testing are directed to seek assistance from their personal physicians or the public health departments.
5. It is expected that all health care professional adheres to medically determined policies regarding the safe disposal of hypodermic needles, blood, and other bodily fluids. Adherence to these same precautions will be practiced in laboratory courses and whenever members of the AUHS School of Pharmacy community, including administrators, faculty, staff, and students encounter bodily fluids.
6. AUHS School of Pharmacy employees will protect the confidentiality of any person who tests HIV positive, as mandated by the Family Education Rights and Privacy Act of 1974.
7. Students and University employees involved in extra-curricular activities and/or activities, which place them at risk, shall take appropriate, precautionary measures to reduce risk to themselves or others.

8. Due to the inherent risks of laboratory and pharmacy-clinical facilities, students are required to take appropriate precautionary measures in dealing with the blood and body fluids, handling of needles, and any laboratory or hospital equipment that may pose a threat to themselves or to other persons. In the event of an incident involving the risk of HIV or Hepatitis transmission, the student or University employee has an ethical duty to immediately report the incident to a designated University official. The Student Statement Regarding Hepatitis B, HIV, and other Infectious Diseases can be found in the appendix.

Additional information on HIV/AIDS can be obtained from the Center for Disease Control ([www.cdc.gov](http://www.cdc.gov)).

#### ***PROCEDURAL ADDENDUM TO AUHS SCHOOL OF PHARMACY'S HIV/ AIDS POLICY***

In addition to the University HIV/ AIDS Policy, the following statement apply to pharmacy students and faculty in the School of Pharmacy in relation to Human Immunodeficiency Virus (HIV), Acquired Immunodeficiency Syndrome (AIDS), Hepatitis B Virus (HBV), Hepatitis C Virus (HCV), Hepatitis D Virus (HDV), and Hepatitis G Virus (HGV) since health care activities may put an individual at higher risk for these diseases.

1. No individual shall be denied an opportunity for admission into the pharmacy program or employment in connection with the pharmacy program because that individual is infected with a dangerous communicable disease such as HIV, AIDS, HBV, HCV, HDV, or HGV, as long as (a) AUHS School of Pharmacy is able to make reasonable accommodations for the individual and (b) the disease does not create a direct threat, as both of the underlined terms are defined in the Americans with Disabilities Act.
2. Students and faculty should be aware that as novice practitioners with limited skills in practice settings, students may have a greater risk of unintended puncture with sharp medical instruments and are at a greater risk of exposure to HIV, AIDS, or Hepatitis.
3. No pharmacy student or faculty may ethically refuse to treat a patient solely because the patient is at risk of contracting, or has contracted, an infectious disease such as HIV, AIDS, or Hepatitis.
4. Pharmacy students and faculty must follow professional guidelines as well as guidelines of the health care agency relative to confidentiality concerning the patient with HIV, AIDS, or Hepatitis.
5. In order to reduce the possibility of exposure to Hepatitis B Virus, pharmacy students and faculty will follow the policies in effect for the AUHS School of Pharmacy.
6. Students and faculty who are exposed to HIV, AIDS, or Hepatitis as a result of exposure to blood and body fluids such as a needle stick or other injury have the responsibility to notify their faculty or supervisor in the School of Pharmacy immediately after the occurrence and to follow post-exposure instructions under the guidance of their health care provider. Information on post-exposure prophylaxis may also be obtained from the Center for Disease Control ([www.cdc.gov](http://www.cdc.gov)). Exposure should be considered an urgent medical concern in order to ensure timely post- exposure management. The student will be excused from clinical for the day in order to seek treatment as indicated.

- a. Before starting the practice experience rotation, pharmacy students are required to present verification that immunization for the Hepatitis B series has been started. Documentation that the series has been completed needs to be provided according to the appropriate time frame in order to continue in the clinical courses.
  - b. Pharmacy faculty, who provide clinical supervision to students, will supply documentation of vaccination, immunity.
7. Students are required to be tested for HIV when they are exposed to the patient's blood. Positive test results should be communicated to the health care agency and the agency procedure followed.

### ***POST-EXPOSURE PROPHYLAXIS INSTRUCTIONS***

Human Immunodeficiency Virus (HIV), Hepatitis B Virus (HBV), and Hepatitis C Virus (HCV) Surveillance Guidelines: Due to the circumstances and possible exposure to HIV, HBV, and HCV, a student enrolled in the nursing program is considered as being at risk for these viruses given the amount of clinical learning the student will be engaged in. While it is not anticipated that any students will acquire any of these illnesses, any student deemed to be exposed to any of these illnesses will need to be under surveillance for six months from the date of exposure. During the surveillance period, there are certain precautions that AUHS School of Pharmacy, the Center for Disease Control, and the World Health Organization recommend that the student practice to protect his/her-self and others.

1. Each student is responsible for contacting his/her health care provider within two (2) to four (4) hours of exposure to discuss and arrange for the appropriate testing and post-exposure prophylaxis.
2. If a student has not been vaccinated against Hepatitis B, he/she should start the series of vaccinations immediately.
3. If a student was previously vaccinated for Hepatitis B and his/her blood test demonstrates adequate concentrations of HBs antibodies, he/she will be considered protected against the Hepatitis B virus. If they are shown to be lower than the required levels, the student should receive a Hepatitis B vaccine booster.
4. For exposure to HIV, at student should have blood test done for HIV antibodies at a) time of exposure, b) four (4) to six (6) weeks after exposure, c) three (3) months following exposure, and d) 6 months (6) or as recommended by his/her health care provider. The student should also follow his/her health care provider's recommendation for testing for Hepatitis B and C.
5. If a student is exposed to the HIV virus, he/she should use condom protection whenever engaging in sexual intercourse and should take precautions to prevent pregnancy from occurring while under HIV surveillance.
6. If a student has been exposed to any of the above named illnesses, he/she should temporarily remove themselves from being an organ donor, as indicated on the back of his/her driver's license and refrain from donating blood until there is no longer any suspicion of infection.

7. If a student is exposed to HIV, he/she should notify his/her health care provider and dentist that he/she is under the HIV surveillance program.
8. Each student should be constantly diligent about practicing Universal Precautions as outlined by the Centers for Disease Control.
9. A student entering any surveillance program for any of the above-mentioned illnesses should discuss the matter with his/her spouse or significant other.

## STUDENT-FACULTY COMMUNICATION

### FACULTY ADVISEMENT

On acceptance to the school, students are assigned a faculty advisor to aid in planning their total academic program progression program. Students are required to meet with their advisor each quarter to evaluate progress, to identify academic and personal needs and match them with available school and University resources, to confirm University and course requirements, and to maximize the student's abilities to reach educational and professional goals. Students are encouraged to take clinical and classroom-related concerns to the appropriate faculty member. If a concern is not resolved the student should contact their faculty advisor, and, if necessary, the Dean. In the first quarter of PY1, students meet with their advisor on week 3 to become familiar with the school and faculty. Thereafter, student advisee and the faculty advisor will meet on week 7, at a minimum once a quarter. The purpose of the meeting is to establish a long-term relationship with the student. During the meeting, the faculty works collaboratively with the students to explore their career options and professional/personal development opportunities by creating a Simple, Measurable, Realistic, Timebound (SMART) plan and building Curriculum Vitae. It is suggested that advisee meet with their advisors to a regular basis on top of required meeting to ensure on-going collaboration between the student and the faculty.

### ATTENDANCE POLICIES

#### **Didactic Class Attendance Policy**

Individual departments and their course coordinators may provide additional guidelines on class attendance in their respective syllabus. Unless otherwise stated, attendance is required although excused absences (see below) will be honored by Instructors of Record / Course Coordinators. Students should note that in a professional program, it is expected that class attendance and school activities are to be the top priority for all students. Absences for work, work-related activities, or recreational travel, as a few examples, are not acceptable. All forms and documents regarding absences should be submitted directly to the Instructor of Record / Course Coordinator(s).

## **Absence Policy**

At AUHS School of Pharmacy (SOP), attendance at all scheduled instructional periods is mandatory. Students should inform the Instructor of Record / Course Coordinator directly of any absences, prior to missing class. It is up to the Instructor of Record / Course Coordinator to approve or deny any absence requests. In the event of a denial of a request for absence by the Instructor of Record / Course Coordinator, the student may appeal to the Senior Associate Dean for Academic Affairs.

## **Excused Absences**

Excused absences do not entitle a student to make up in-class quizzes, assignments, and activities. Other assignments and examinations missed due to an excused absence will be made up at the discretion and availability of Instructor of Record / Course Coordinator. *The SOP provides a class schedule which includes instruction-free recesses and weekdays for the purposes of providing additional time in which students can attend to personal matters and appointments.* Students should make every attempt to schedule personal appointments during these instruction-free recesses and weekdays. Students may request excused absences only for the following reasons:

- Medical (self or immediate family)
- Military duty
- Immigration & Naturalization
- Jury duty
- Legal
- Bereavement (first-degree relative)
- Involvement in traffic accident documented by law enforcement report
- Professional Leave – conferences, invited presentations/posters, competitions, or residency interviews (requires verification of academic standing)

**Illness:** For excused absences due to illness, the Instructor of Record / Course Coordinator must be notified immediately. Absences longer than three consecutive days of instruction will require the submission of a doctor's note or other supporting documentation to the Instructor of Record / Course Coordinator with copies to the Office of Student Affairs and Office of Academic Affairs.

**Special circumstances:** Unusual circumstances resulting in absences (e.g., death in the immediate family, scheduled surgery, automobile accident, attending a funeral service) will require the submission of supporting documentation to the Instructor of Record / Course Coordinator. Please see SOP-Excused Absence Request Form for attending meetings or conferences.



### **Unexcused absences**

Absences not falling into the first category are unexcused absences. The SOP realizes that special circumstances may arise on rare occasions leading to an unexcused absence. However, unexcused absences are neither a right nor an entitlement of the student. Unexcused absences may result in a loss of points in the course or failure in the course, as determined by the Instructor of Record / Course Coordinator. Each laboratory, assignment, or examination missed must be made up at the discretion and convenience of the Instructor of Record / Course Coordinator. If, in the judgment of the Senior Associate Dean, a pattern of absences appears to surface, action may be taken, up to and including reporting it to the Academic Progression and Professionalism Committee.

### **Promptness**

Promptness is another trait a proper health care practitioner must display. Additionally, tardiness in class disturbs both the lecturer and other members of the class and is thus markedly inconsiderate and rude. Classes begin at various times. Any student not seated in his or her assigned seat by the time class begins may be marked absent. Class schedules are issued at the beginning of the quarter as an aid to faculty members and students, but the SOP-administration reserves the right to make changes, assign evening/weekend hours, or deviate from published schedules without notice.

### **Advising**

The University has a Center for Academic Success (CAS), which includes a fully staffed center to provide and coordinate academic support services, supplemental instruction services, English as a Second Language (ESL) services, wellness resources, and job and career counseling. The office of the senior associate dean of academic affairs (OAA) and the associate dean of student affairs and admission of the school of pharmacy works closely with the CAS. The office of the associate dean of student affairs and admission (OSAA) of the school of pharmacy assigns a faculty advisor to each student at the beginning of the first quarter. The faculty advisors will work closely with the students to monitor the students' academic progress and co-curricular activities. Faculty advisors will triage the students with the university student services office following identification of any academic and/or personal needs. Students will be required to meet with their advisors at least once in a quarter.

### **ABSENCES AND PUNCTUALITY**

There is no provision for a system of allowed absences. Students are expected to attend all classes and practice rotations. Students may be dropped from a class for excessive absences (excessive is defined as missing 20% of the classes). This is applicable regardless of the reason for absence and does not exclude students who are dismissed from class/ clinical for unprofessional conduct. Note that being tardy three times equals one absence. Attendance and punctuality are important for the successful pursuit of study. Arriving late and/or leaving early to theory and/or clinical applies to the attendance policy for the course.

### **MAKE-UP EXAMINATION.**

Regular class and lecture attendance are expected of all nursing students. A student who misses a quiz or examination will earn a grade of zero for the missed quiz or exam. Requests for make-up examinations due to excused absences may be granted per course or instructor policy. All such examinations must be proctored by the course faculty or a person designated by the course faculty.

### **CLINICAL COURSES**

Attendance while on clinical rotations follows different procedures and they are noted in the policy and procedures Experiential Rotation Handbook or IPPE/APPE Manual distributed prior to going on rotations.

### **TITLE IX**

The Provost is the coordinator of Title IX-the Educational Amendments Act of 1972, which prohibits discrimination on the basis of sex in any education program or activity receiving federal financial assistance. All inquiries or complaints under the sex discrimination provisions of Title IX should be directed to the school provost. The University Provost must act equitably and promptly to resolve complaints and should provide a response within seven working days.

### **AGREEMENT TO BINDING, INDIVIDUAL ARBITRATION AND WAIVER OF JURY TRIAL**

The student understands that both the University and he/she irrevocably waive rights to a trial by jury and elect instead to submit all claims involving or between the parties and any past or present affiliates or employees to the binding, confidential decision of a single arbitrator instead of a court because it is fair, economical and speedy. The arbitration shall be binding and conducted pursuant to the Federal Arbitration Act by the American Arbitration Association (AAA) under its Supplementary Procedures for Consumer-Related Disputes. The University and student also agree that if any provision of this agreement is found to be invalid or unenforceable, then such specific part or parts shall be of no force and effect and shall be severed, but the remainder of the agreement shall continue in full force. The signed arbitration agreement will survive the termination of the student's relationship with the University

### **CAMPUS CRIME AND SECURITY ACT**

American University of Health Sciences is in compliance with the Campus Crime and Security Act of 1990 and publishes an annual report on approximately October 1 of each year. Should students become witnesses to or victims of a crime on campus, they should immediately notify University officials and report the incident to the local law enforcement agency. Emergency numbers are located throughout the campus

## **FINANCIAL ASSISTANCE**

Students may apply for various types of financial aid, including loans, grants, and scholarships. In order to apply for need-based financial aid all students must complete the Free Application for Federal Student Aid (FAFSA – [www.fafsa.ed.gov](http://www.fafsa.ed.gov)). Funds for all types of assistance are limited and are awarded to students who demonstrate need as determined from an analysis of their application, merit or other information such as community service as indicated by the funding source or scholarship donor.

To assist students with the financial aid process, AUHS has a Financial Aid office. The financial aid staff will announce the availability of various scholarships or other funding source as they become available, counsel students; calculate need, and award loans.

### **Satisfactory academic progress for financial aid**

To be in eligible to receive Title IV aid, students must maintain satisfactory academic progress. At the end of each quarter (payment period), each student is evaluated on the three components (minimum GPA, 2.0; minimum successful percent completion, 67%; and maximum time frame) to determine if he/she is maintaining satisfactory academic progress

### **Financial Aid Warning, Financial Aid Probation, and Financial Aid Dismissal**

At the end of each quarter (payment period), after grades have been posted, students' CGPAs and completion rates are reviewed to determine whether the students are meeting the above requirements.

Financial Aid Warning (FA Warning) is the status students will be placed in for the first quarter (payment period) that a student fails the SAP requirements listed above. Students on FA Warning must meet with their program chair/dean or designee to develop a Student Learning Enhancement Plan that, if followed, will ensure the student is able to meet SAP in a maximum of three quarters. Students who meet the SAP Standards at the end of the FA Warning quarter will be removed from FA Warning and returned to a SAP Met/Good Standing status. Students not meeting the SAP requirements at the end of the quarter (payment period) may be dismissed and must appeal to remain in school (see SAP Appeals). Students placed on FA Warning are eligible to receive Title IV aid.

Students not meeting SAP at the end of the FA Warning quarter must appeal to the school in writing describing the mitigating circumstances that led them to not meet SAP (please see SAP Appeals). If a student chooses not to appeal or his/her appeal is denied he/she will be dismissed. Students whose appeal has been approved will be placed on Financial Aid Probation (FA Probation). Students on FA Probation will continue on a Student Learning Enhancement Plan that, if followed, will ensure the student is able to meet SAP in a maximum of two quarter (payment periods). Students who meet the SAP Standards at the end of their FA Probation quarter (payment period) will be removed from FA Probation and returned to a SAP Met/Good

Standing Status. Students not meeting the SAP standards at the end of the FA Probation quarter but continue to meet the requirements laid out in the Student Learning Enhancement Plan will be allowed to continue and do not need to re-appeal. Student failing to meet the requirements laid out in the Student Learning Enhancement Plan will be dismissed from the university. Students placed on FA Probation are eligible to receive Title IV aid. (Please read the university catalog for more information).

### **Federal Work Study**

The Federal Work-Study provides part-time jobs to undergraduate students with financial need, allowing the student to earn money to help pay their education expenses. The program encourages community service work and work related to student's course of study. For more information on Work Study, go to <https://studentaid.ed.gov/types/work-study>

### **STUDENT INVOLVEMENT IN SCHOOL OF PHARMACY COMMITTEES**

Student input is valued in the governance of the School of Pharmacy and AUHS. Thus, students may be nominated, asked to volunteer or be appointed to serve on various committees within the School of Pharmacy and the University. Students are encouraged to be actively involved in the School of Pharmacy and the University-wide activities.

## **ELIGIBILITY FOR LICENSURE**

After completion of the Pharm.D. program and its requirements, students may be eligible to take the North American Pharmacist Licensure Examination (NAPLEX). For requirements on sitting for the NAPLEX, students should review the guidelines for the State Board of Pharmacy.

## **STUDENT/PROFESSIONAL ORGANIZATIONS**

### **STUDENT ORGANIZATIONS**

Joining a student or professional organization can provide many opportunities and benefits. Forming new networks, academic, professional, and personal growth, developing your social and leadership skills, getting involved with community service projects and broadening your academic, cultural, and social interests are a few of the ways student organizations may enhance your educational experience.

Contact Student Affairs if you are looking to join a student organization, start a club, or are the leader of an existing club.

### **CALIFORNIA PHARMACISTS' ASSOCIATION**

Founded in 1869, CPhA represents pharmacists, technicians, and student pharmacists from all practice settings including community pharmacy (both independent owners and employees working in chain drug stores), hospitals & health-systems, and specialty practices such as

compounding, managed care, and long term care. The mission of the organization is to advance the practice of pharmacy for the promotion of health.

### **CALIFORNIA SOCIETY FOR HEALTH SYSTEM PHARMACISTS**

The mission of CSHP is to represent and empower pharmacists and pharmacy technicians practicing in health-systems to promote wellness, patient safety and optimal use of medications. The student chapter of the CSHP should serve the interests of pharmacy students.

### **AMERICAN SOCIETY FOR HEALTH SYSTEM PHARMACISTS**

The mission of pharmacists is to help people achieve optimal health outcomes. ASHP helps its members achieve this mission by advocating and supporting the professional practice of pharmacists in hospitals, health systems, ambulatory care clinics, and other settings spanning the full spectrum of medication use. ASHP serves its members as their collective voice on issues related to medication use and public health.

### **AMERICAN PHARMACISTS' ASSOCIATION ACADEMY OF STUDENT PHARMACISTS (APhA-ASP)**

“The mission of the APhA-ASP is to be the collective voice of student pharmacists, to provide opportunities for professional growth, to improve patient care, and to envision and advance the future of pharmacy.”

### **RHO CHI HONOR SOCIETY**

“The Rho Chi Society is the national academic honor society in pharmacy and serves as a means for the advancement of the profession. Membership into The Rho Chi Society distinguishes students by their outstanding academic and professional achievements. The vision of the Society is to instill in its members’ the desire to pursue intellectual excellence and critical inquiry to advance the pharmacy profession. The Society promotes high standards of conduct and character and seeks recognition of its members as lifelong intellectual leaders in pharmacy.”

## **ACTIVITIES AND EVENTS**

### **Community Service**

**Active involvement outside of the classroom contributes to our students' learning experience. Participating in co-curricular and community service activities develops valuable leadership and organizational skills and contributes to a students' marketability.**

Student Services sponsors programs and events throughout the year to help create that sense of community which is vital to any institution of higher learning.

A list of upcoming events is posted in Canvas and students can sign up through the portal. For activities sponsored by other organizations, an approval form needs to be filled out and submitted to the Associate Dean of Student Affairs and Admission for the SOP.

## EMERGENCY PLAN

100 hours of community service needs to be completed prior to graduation. Students are required to complete a mission trip to graduate from the program.

If buildings must be evacuated, faculty is to direct students to a prearranged area. The designated Area for the School of Pharmacy is the parking lot behind Building Three (3). If a fire alarm sounds, you **MUST** leave the building immediately. Take only your personal belongings with you. Re-enter the building only when the fire department tells you it is safe. Do not leave the evacuation area until instructed to do so. If an earthquake occurs, take cover immediately under a desk, table, etc. Cover your head and neck and stay away from windows. Follow the evacuation plan when it is safe to do so. For any other emergencies on campus, please dial 7-911.

### ADDITIONAL EMERGENCY INFORMATION

If an emergency occurs when you are **NOT** in class, and you need information on what to do, you can call (562) 988-2278 to find out information regarding class schedules, etc. Local radio and television stations will also broadcast any changes that the University might need to make based on local events. You can also check the AUHS website at [www.auhs.edu](http://www.auhs.edu).

## CHANGES TO POLICY AND/OR CURRICULUM REQUIREMENTS

The School of Pharmacy, due to the nature and demands of an education program and the pharmacy profession, reserves the right to change specific policies and/or curricular requirements to enhance and update the curriculum design for the program of pharmacy. These changes will be made known to the students as they occur.

A signature page at the end of the Student Handbook must be read, signed and returned to the School of Pharmacy prior to the first day of the student's first class. *Students will not be allowed in any pharmacy class without having a signed signature page on file with the School of Pharmacy.*



## HIPAA AUTHORIZATION FORM

I, \_\_\_\_\_ (please print), give permission to American University of Health Sciences to disclose the following protected health information to: Prospective Clinical Sites (TBD).

Information to be disclosed (check all that apply):

- ✓ **Medical Records**
- ✓ **Treatment Records**
- ✓ **Diagnostic Records**
- ✓ **Titers**

*Please read and initial the following statements:*

\_\_\_\_\_ This protected health information is being used or disclosed to determine clinical clearance.

\_\_\_\_\_ This authorization expires upon the completion of the program.

\_\_\_\_\_ You may refuse to sign this authorization; however, doing so will prevent clinical clearance.

\_\_\_\_\_ You may inspect or copy the protected health information to be used or disclosed under this authorization.

\_\_\_\_\_ You may revoke this authorization in writing at any time by submitting written notification to American University of Health Sciences at 1600 E. Hill St., Signal Hill, CA 90755.

Your signature below indicates your understanding and agreement of the aforementioned:

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Printed Name of Student

\_\_\_\_\_  
Date



## Student Statement Regarding Hepatitis B.

I understand that as a pharmacy or health sciences student I will potentially be exposed to blood borne pathogens or other potentially infectious materials (OPIM), and that I may be at risk of acquiring the Hepatitis B Virus (HBV) infection or other potentially dangerous diseases as an occupational hazard.

I further understand that while I am in the process of receiving the series of vaccine injections for Hepatitis B, I may not be fully protected against the disease and may continue to be at risk for the Hepatitis B Virus and that receiving the series does not guarantee me immunity to the disease. I also recognize that completing the Hepatitis B series also does not guarantee my immunity from the disease, and that only by obtaining a titer can this be determined.

I also understand that it is my right to decline the Hepatitis B vaccination series at this time. I understand that by declining this vaccine, I continue to be at risk of acquiring hepatitis B, a serious disease. If, in the future, I continue to have occupational exposure to blood or other potentially infectious materials, and I want to be vaccinated with hepatitis B vaccine, I can receive the vaccination series at any time at my expense.

American University of Health Sciences strongly urges you to use precautions and established best practices when dealing with potentially infectious materials and to obtain a Hepatitis B titer to determine whether you are protected from the disease.

By choosing pharmacy or another health science-related career, I acknowledge my risk of exposure to blood borne pathogens and other potentially infectious materials and accept full responsibility for my decisions related to Hepatitis B.

\_\_\_\_\_  
Student Signature:

\_\_\_\_\_  
Date:

\_\_\_\_\_  
Printed Name:

**I have completed the Hepatitis B series or am completing the series and accept that this does not guarantee me immunity from the disease.**

\_\_\_\_\_  
Student Signature:

\_\_\_\_\_  
Date:

\_\_\_\_\_  
Printed Name:





## ACKNOWLEDGEMENT OF RECEIPT OF INFORMATION ABOUT AUHS SCHOOL OF PHARMACY ACADEMIC POLICIES

### SIGNATURE AND CONFIRMATION PAGE

Each student is responsible for reading and understanding the content of the AUHS School of Pharmacy Student Handbook and acting in accordance with the guidelines and spirit of the provision outlined therein.

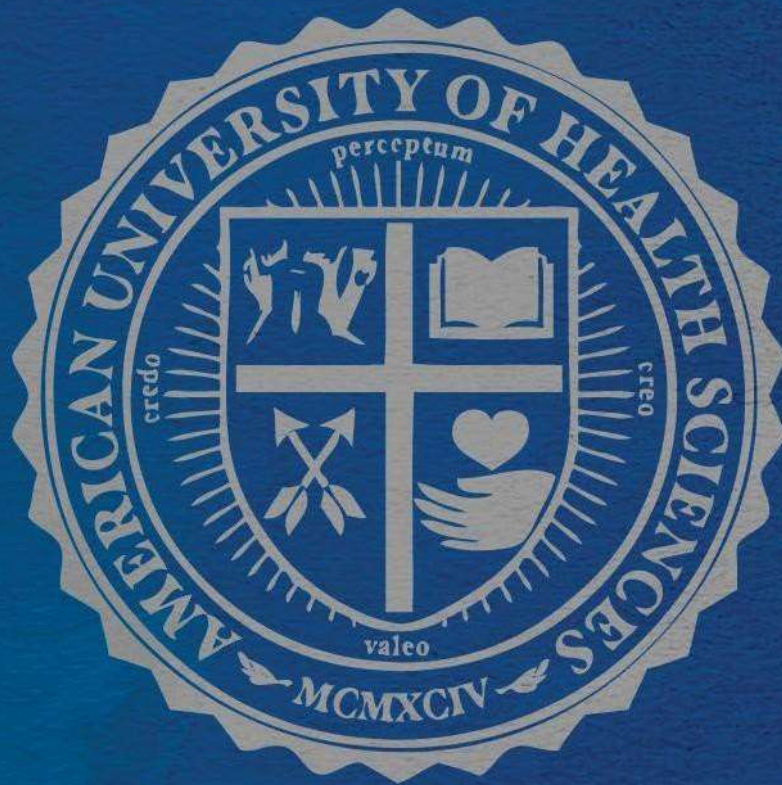
I, \_\_\_\_\_ ( print name) have read the AUHS School of Pharmacy Student Handbook, and my signature below indicates that I understand the content of the handbook as it applies to my course of study, and agree to abide by the policies and regulations outlined therein.

---

Signature

---

Date



*"Looking unto Jesus the author and finisher of our faith; who for the joy that was set before him endured the cross, despising the shame, and is set down at the right hand of the throne of God"*

*-Hebrews 12:2-*